N.V.K.S.D. COLLEGE OF EDUCATION
(AUTONOMOUS)
[Re-accredited by NAAC with 'A' Grade]
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Attoor, Kanniyakumari District, Tamil Nadu.
nvksdcollege@gmail.com

Editorial

Citizens with the right attitude, aspiration, aptitude, and ability are the richest human resource of the country. Quality education for sustainable development is recognised as an important goal of the UN General Assembly. The primary concern of Education for Sustainable Development (ESD) is the improvement of the quality of life of people without damaging the environment. UNESCO expects an equitable education to all and a real egalitarian society for which the government of India is taking various initiatives to achieve the target of Sustainable Development Goals - 2030. Educational policies are reformulated to enhance inclusivity, introduction of multi-disciplinary colleges and student-centred approach. The ESD aims at empowering present and future generations to meet their needs using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development. The underlying principles of ESD highlight the importance of respect and care for its diverse forms including the protection and restoration of the earth's ecosystem, respect for the human rights, and regard for cultural diversity.

Education for Sustainable Development enables a holistic education requiring an action-oriented, transformative pedagogy which supports self-directed, collaborative and problem-oriented learning. Individuals should radically reassess their values and belief systems, resulting in a new worldview.

Our journal is devoted to address the developments in education and connect researchers and practitioners in the field of education. This issue includes topics from different areas of education like eclectic teaching approach to overcome learning disabilities, usage of social media among prospective teachers, effectiveness of Vedic Mathematics, emotional adjustment and social adaptation of high school students, attitude towards gender-sensitive education, digital competence of school teachers, emotional resilience among secondary school students, teaching of Science through Educomp smart class, awareness of AIDS among prospective teachers and lastly body building and physical workout for the promotion of general health. Hope this issue would cater to the interest of our readers and illuminate them on the latest developments in education.

With Regards
Editorial Board

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Implementation of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in Promoting Higher Education in Jammu and Kashmir

* Dr. S.K.Panda
** Ms. Madhu Bhagat

Abstract

Presently, the higher education system as a whole is facing many challenges such as financing and management, access, equity, relevance and reorientation of policies and programmes laying emphasis on values, ethics and quality of higher education together with the assessment of institutions and their accreditation. Since, the higher education is the most powerful system to build knowledge based society for the future, the institution of higher learning has to perform multiple roles and has to brace itself to address the global challenges by channelizing teaching, learning and extension activities. Recognizing the requirements and facts, the union government decided to launch Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in the country. It is a holistic scheme of development for higher education in India, initiated in 2013 by the Ministry of Human Resource Development, Government of India. The objectives of the present study are: to study the initiatives taken under RUSA in higher education, to evaluate reforms in Higher Education after the implementation of RUSA, and to obtain suggestions from teachers for effective implementation of RUSA in Higher Education. Data were collected from 120 college teachers through Interview schedule. The findings showed that academic activities and infrastructure facilities have been developed due to the implementation of RUSA.

Keywords: implementation, higher education, RUSA, Jammu and Kashmir

Introduction

Education has a very significant role in the lives of everyone. There is a rapidly growing demand for higher education in the world today. Although higher education is difficult to receive, there are the rewards of self-improvement, job insurance, development of character, and social improvements which satisfy all. With higher education it is ensured that individulas will have a better paying job

* Assistant Professor, Department of Education University of Jammu, Jammu.
**Research Scholar, Department of Education University of Jammu, Jammu.

that will provide the stability. Over the years, higher education in India has gone through a phase of unprecedented expansion marked by a huge increase in the volume of students, an exponential increase in the number of institutions of higher education and quantum jump in the level of public funding. The increase however has not been commensurate with the growth of the population and its diverse needs. The 12th Plan proposed a holistic plan for the development of higher education in the country by ensuring access, equity and quality. The Plan, which recommended strategic utilization of central funds to ensure comprehensive planning at the State level, recommended a new Centrally Sponsored Scheme (CSS) Rashtriya Uchchatar Shiksha Abhiyan (RUSA). The National Development Council (NDC) approved the scheme as part of the 12th Plan and subsequently it was included in the list of 66 schemes approved by Cabinet on 20th June 2013, as part of the restructured CSS for implementation in the 12th Plan. The Central Advisory Board on Education (CABE), the highest advisory body of the Government of India in education on policy matters, in its meeting dated, 08th November 2012 gave in principle approval to RUSA. In India, financing in higher education is a multidimensional issue such as lack of techno based infrastructure, traditional programmes, self-financing courses, private sector, MOOCs, declining public expenditure in the higher education sector, contractual faculty and administrative staff, changing structure of state and non-state sources of financing.

All state universities and colleges (both 12B and 2(f) compliant and non-12B and non-2(f) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA. Subject to eligibility, an estimated 316 state public universities and 13,024 colleges were covered under this initiative to improve the learning outcomes and employability of graduates and to scale-up research, development and innovations. The project will also support these institutions to improve their policy, academic and management practices. While public funded colleges and universities would be eligible for all the components, the private aided colleges would be entitled to some components (including infrastructure support) but the funding ratio would be 50:50.

The Gross Enrolment Ratio for the state of Jammu and Kashmir was 10.36% in 2007-08 which has increased to 18.2% (provisional) in 2011-12 which is higher than the national GER of 15 percent. The enrolment has accordingly increased from 77,000 in 2004-05 to 1, 35,264 in 2012-13. The Government of India, MHRD has set GER target of 22% at the national level to be achieved by 2020. The Union Territory is also aiming at achieving this GER target of 22% by the end of 2020. However, it requires a matching expansion in capacity of educational institutional viz-a-viz the strategy centred on enhancing the intake capacity of educational institutions. Under RUSA, the Ministry of Human Resource Development (MHRD) approved an allocation of Rs. 269.01 crore for six components(Creation of Universities by

conversion of Colleges in Cluster, Infrastructure Grants to Universities, Upgradation of existing Degree colleges to Model colleges, New Colleges (Professional), Infrastructure Grants to Colleges, and Vocationalization) as total outlay for last three years of 12th five year plan on the basis of 90:10 sharing pattern. An amount of Rs. 124.839 crore has been released by MHRD by the end of March, 2017 as central share. The state government released an amount of Rs. 14.214 crore as matching state share thereby making the total availability of Rs. 139.053 crore. This also includes Rs. 1.274 crore released recently by MHRD and is yet to be credited into SHEC account. Rs. 115.60 crore have been utilized on various components before the end of March, 2017.

Need and Significance of the Study

It is an admitted fact that the number of students and number of colleges have been increasing day by day since independence. For the better higher education there has been so many projects and programmes started since independence by Ministry of Human Resource Development. A number of recent schemes and projects related to department of higher education were launched are like IMPRINT INDIA released on 5th November 2015. It is a Pan-IIT and IISc joint initiative to develop a roadmap for research to solve major engineering and technology challenges in ten technology domains relevant to India, Global Initiative for Academics Network (GIAN) was launched as an initiative to attract the best foreign academics to Indian Universities of

Excellence, National Institutional Ranking Framework (NIRF) has been launched by the Ministry of Human Resource Development on 29th September 2015. SWAYAM is a Web portal where Massive Open On-line Courses (MOOCs) are available on all kinds of subjects. The All India Council for Technical Education (AICTE) is implementing Saksham scholarship scheme to provide support to differently abled students to pursue technical education, Unnat Bharat Abhiyan and Ucchtar Aavishkar Abhiyan: for promotion of innovation. There were transformations in the education sector, thus creating a lot of exciting opportunities for students in the coming year. Adoption of the National Skills Qualifications Framework would also greatly benefit students by providing multiple pathways that allow lateral and vertical mobility across the current education systems. With this view, the union government on the presentation made by the Human Resource Development decided to launch Rashtriya Uchchatar Shiksha Abhiyan, a centrally sponsored scheme started in September 2013. It initiated various actions for the fulfilment of targets in terms of quality education, greater inclination towards research and provides students with education i.e. relevant to them as well as the nation as a whole. There is a need to bring reforms in state higher education by promoting autonomy in the state universities including governance in the institutions, ensuring academic examination reforms in higher education. So, the government has launched RUSA with objectives to improve quality of existing state institutions, ensuring adequate availability of quality faculty in all

higher educational institutions, improving equity in higher education. The existing universities are not enough to meet the demands of social justice, equity, human development and finally the protected rates of economic growth. On the basis of the above literature review, this study has been undertaken to know the status of higher education after the implementation of RUSA in the Union Territory of Jammu and Kashmir.

Objectives of the Study

The objectives of the present investigation are,

1. To study the initiatives taken under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in higher education.
2. To evaluate reforms in higher education after the implementation of RUSA.
3. To obtain suggestions from teachers for the effective implementation of RUSA in higher education.

Methodology in Brief
Method adopted

Normative survey method was adopted for the study and it is both qualitative and quantitative in nature.

Sample

In the present study, out of 10 districts in Jammu province, four districts were selected randomly. These districts were Udhampur, Jammu, Kathua and Rajouri. Then, three colleges were selected randomly from each district. Thereafter, 10 teachers were selected randomly from each college. Thus, 120 college teachers were included in the sample.

Tool used

For the purpose of data collection, a self prepared tool, Interview schedule was used to collect the views of teachers on two areas of Rashtriya Uchchtar Shiksha Abhiyan – First is Research, innovation and quality improvement and second is Institutional restructuring and reforms. In this tool, some questions were Yes/No type and some questions were descriptive in nature in which teachers had to give their views/opinions.

Statistical technique used

The statistical technique used to analyse the data was percentage analysis.

Results and Discussion

Table 1

Number of Higher Education Institutions in the Union Territory of Jammu and Kashmir

Sl. No	Higher Education Institutions	Number
1	Universities	11
2	Government Colleges	224
	(Degree colleges, college of Engineering and Technology, Private Grant aid colleges, Colleges of teacher education, Nursing colleges etc.)	
3	Private Colleges	208

Source: *Higher Education Department, J & K (UT), 2021*

Table 2

Component-wise Distribution of Funds to Jammu and Kashmir under RUSA 1.0

Sl. No	Component	Physical Units approved	Total amount approved (Rs. in crore)	Centre share approved (Rs. in crore)
1	Infrastructure grants to colleges	22	43.54	39.186
2	Up gradation of colleges to MDC	03	12	10.8
3	Cluster University	02	110	99
4	New Professional College	02	52	46.8
5	Infrastructure Grants to Universities	02	40	36
6	Vocationalisation	20	7.47	6.723
	Total		265.01	238.5

Source: *RUSA, MHRD, Government of India, 2017*

Table 3

Component-wise Distribution of Funds to Jammu and Kashmir under RUSA 2.0

Sl. No	Component	Physical Units approved	Total amount approved (Rs. in crore)	Centre share approved (Rs. in crore)
1	Infrastructure grants to universities	01	20	18
2	Infrastructure grants to colleges	08	16	14.4
3	Enhancing Quality and Excellence in select State universities	01	100	90
4	New Model Colleges	05	44	39.6
5	Equity Initiatives	02	05	4.5
6	Faculty Improvement	01	07	6.3
	Total		192	172.8

Source: *RUSA, MHRD, Government of India, 2017*

Component-wise Analysis

1. Infrastructure Grants to Universities: Two state universities have been approved for new construction/upgradation of physical infrastructure, besides procurements of computers/Library books/Sports material with an outlay of Rs 20.00 crore for each university. An amount of Rs 31.00 crore which includes Rs 4.00 crore as stateshare has been made available of which Rs 31.00 crore was spent by the end of March, 2017.

2.Upgradation of existing Degree colleges to Model colleges: Under this component 3 degree colleges have been approved against the earmarked amount of Rs 12.00 crore. An amount of Rs 1.48 crore has been released and utilized in full by the end of March, 2017 and the civil works in these colleges are in progress.

3. Creation of Universities by conversion of Colleges in Cluster: Two universities got approved one each at Kashmir and Jammu by way of pooling the resources of five existing colleges at each place for Rs 110.00 crore i.e, 55.00 crore for each University. Under this component Rs 82.54 crore (Rs 74.26 crore as Central Share and Rs 8.28 crore as State Share) has been released and Rs 65.27 crore has been utilized by the end of March, 2017. Srinagar and Jammu Cluster Universities Act was passed and was published in the Govt. Gazette on 8th July, 2016.124 posts (Gazetted/Non-Gazetted) have been created vide cabinet decision followed by Government Order NO.254-HE of 2016 dated 04-08-2016. Besides, Vice Chancellors & Registrars of both the Cluster Universities along with other staff were appointed. Both the Cluster Universities were inaugurated (digitally) by Hon'ble Union Minister for HRD, GoI on17th April 2017.

4. New Colleges (Professional): Two new colleges namely "Engineering College at Kathua, Jammu and Safapora Ganderbal, Kashmir" have been approved at an outlay of Rs 52.00 crore i.e, Rs 26.00 crore for each college. An amount of Rs 11.70 crore as central share and Rs 1.17 crore as state share has been released by MHRD/State Govt. Rs 12.87 crore was utilized by end of March, 2017. Moreover, the Ministry has sanctioned an amount of Rs

1.274 crore as 2nd Installment (yet to be credited into SHEC account).

5. Infrastructure Grants to Colleges: Twenty two colleges have been approved at an outlay of Rs 43.54 crore for construction of new toilet block, canteen cafeteria and library/up gradation of computer centre/procurement of computers/library books and sports material. An amount of Rs 5.13 crore including matching state share of Rs. 0.234 crore has been released and Rs 4.34 crore has been utilized by the end of March, 2017.

6. Vocationalization: Nine different vocational courses, which include Hospitality & Catering, Food Processing, Renewable Energy, Textiles, Dying and Designing, Green House Technology etc were identified for introducing them in 20 different colleges of the state. The Department has recently signed an MoU with National Skill Development Corporation (NSDC) for the implementation of this initiative.

Findings

From the present study the following findings were arrived at.

1. Almost all the teachers responded that under RUSA various initiatives were undertaken by the Government such as establishment of two cluster universities, upgradation of library, creation of new posts (teaching and non-teaching), introduction of integrated programmes, autonomy to frame curriculum and its implementation etc.

2. Fifty percent of teachers responded that there is no improvement in higher education after the implementation of

RUSA where as 50% teachers responded that there is an improvement in higher education after the implementation of RUSA in the union territories in terms of establishment of new colleges and infrastructure facilities.

3. 60% of teachers responded that research facilities are available for developing research capabilities of the higher education system under RUSA where as some (40%) of teachers responded that the research facilities are not available for developing research capabilities of the higher education system under RUSA.

4. 95% of teachers responded that RUSA would boost academic research and development in future where as a few (5%) of teachers responded that the implementation of RUSA will not boost future academic research and development.

5. 95% of teachers agreed that research is helpful in improving the quality of teachers in higher Education under RUSA where as a few (5%) of teachers responded that research is not helpful in improving the quality of teachers in Higher Education.

6. 90% of teachers agreed that the innovative cluster universities provide benefits to researchers where as a few (10%) of teachers responded that the innovative cluster universities does not provide benefits to researchers.

7. 95% of teachers agreed that governance reforms are needed in higher education under RUSA where as a few (5%) of teachers responded that governance reforms are not needed in higher education.

8. 90% of teachers agreed that there is a need to develop models of Governance along the lines of the governance framework for the Higher Education system where as a few (10%) of teachers responded that there is no need to develop models of Governance along the lines of the governance framework for the Higher Education system.

9. 90% of teachers agreed that the students' performance should be accessed through a combination of internal and external evaluation where as 10 percent of teachers responded that students' performance should not be accessed through a combination of internal and external evaluation.

10. 90% of teachers agreed that continuous internal evaluation and end of semester evaluation are the important steps of examination reforms under RUSA. Here also 10 percent teachers responded that continuous internal evaluations and end of semester evaluation are not the important steps towards the examination reforms.

11. All the teachers suggested that different types of colleges should comprise the cluster university which is given as under:

➢ All the autonomous colleges should comprise the cluster university.

➢ In each district a cluster university should be established and all the

colleges located in same district be affiliated to that cluster university.

➢ All the colleges that conform to common norms and standards set by a government should be affiliated to cluster universities having proper infrastructure, research facilities, proper faculty and transportation for easy accessibility.

➢ Colleges should be affiliated on the basis of their grade in NAAC and availability of other facilities.

➢ Colleges should be affiliated to cluster university where there is quality education, research oriented courses and well qualified teaching and non-teaching staff.

➢ Inter-disciplinary colleges with high strength of students should comprise in the cluster university.

12. All the teachers suggested that there should be improvement in research, innovation and quality higher education under RUSA Scheme in the union territory of Jammu and Kashmir which is given as under:

➢ The required infrastructure and research facilities should be provided at colleges or institutions of higher education.

➢ Technology based infrastructure should be provided to make teaching-learning transaction more interesting and effective.

➢ An integrated laboratory should be set up at all nodal colleges or district headquarters.

➢ Latest scientific equipments should be provided to conduct research under RUSA.

➢ For transactions of knowledge among teachers and students, there should be proper provision of grants to organise and attend seminars, conferences, workshops at national and international level.

➢ Well equipped laboratories should be provided for lab testing and experiment.

➢ There should be creative and congenial environment in educational institutions.

➢ Quality training is required to conduct general research work and teachers should be allowed to handle the research projects.

➢ Periodical improvement is suggested while framing the syllabus at semester level.

➢ Under RUSA, the libraries should be modernized, digitized and fully loaded with ultra- modern software to meet the emerging demands of education through OER and MOOCS to access journals online and interlinking of libraries at least at regional level.

➢ Under RUSA, sufficient funds should be made available for up-gradation of existing research high-tech laboratories in the college.

➢ More and more workshops, refresher courses and seminars should be conducted in the higher educational institutions so that the participants remain in touch with the latest advancement in the subject and get benefitted with the ideas exchanged in these programmes.

- ➤ Steps should be taken to develop infrastructure under RUSA and teachers should be allowed to guide the students in research work.
- ➤ Proper curriculum should be framed under RUSA so that learning outcomes can be expected within the stipulated time.

Conclusion

Higher Education plays an important role in developing the nation to a great extent. It has role in training the youth of the country to take an effective part in the social reconstruction and economic development of the country. There is need to maintain the highest standards of teaching and examination in the colleges. RUSA is emerging as one of the most important areas of concern at higher education. It is proving helpful in the up-gradation in the standard of higher education in the country. The knowledge about RUSA and its functioning is still unfamiliar. But it is very crucial for everyone especially for the youth of the country, for whom this scheme is specially designed to know about it and benefits they gain out of it. RUSA is highly beneficial to improve the higher education system and to improve good Gross Enrolment Ratio in comparison to the other countries of the world. The present study sincerely reveals the fact that the higher education system is not up to the mark. Therefore, the educational planners need to improve the institutional climate with specific emphasis on restructuring the entire system. The present study shall be beneficial for the college authorities to checkout all the reforms which leads to enhancement of knowledge of the students. The study may be helpful to the colleges and the faculties of these colleges to be more concerned. It may also be helpful for educational planners to plan and employ with specific focus on the reforms leading to the enhancement of working culture of colleges which are under RUSA.

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Relationship between Academic Achievement and Socio-Economic Status of the Students in Attapady

* Sukanya K.U.
** Dr. Seema Menon K.P.

Abstract

The objective of the present study is to identify the relationship between academic achievement and socioeconomic status of the students in Attapady. This study mainly focused on socioeconomic characteristics that affect students' academic progress in Attapaddy. An individual's education is greatly influenced by their family's and society's socioeconomic circumstances. The family's financial situation, health, and social standing all have an impact on their children's schooling. It is common for the tribes to live in low status and to be physically and socially oppressed. Rather than being integrated into mainstream society, they are self isolated. In addition to being excluded from educational opportunities, social participation, and land access, the Scheduled Tribes often experience passive indifference psychologically. Attapady is the only tribal block Panchayat in the taluk of Mannarkadu in the district of Palakkad. Here, the study is about investigating the link between academic achievement and socio-economic status of tribal group of higher secondary schools of Attapady.

Keywords: Socio-economic status, academic achievement, sustainable development goals, tribal development, Attapady

Introduction

From the very beginning itself men strive for the betterment of his or her life situation. From this urge developed the concept of 'society'. The concept of nation is a later emerged one. Every nation aims and works for better development, which depends much on educational level. Education and social development are interdependent. Education brings development in the society and vice versa.

The terms 'social status' and 'economic status' refer to two different factors. Economic status is correlated with a person's wealth or economy, whereas social status is obtained through social standing. Different sociologists, educators, and psychologists used the same indicators to measure SES. Socio-

* *Ph.D. Scholar, NSS Training College, Ottapalam.*
** *Associate Professor, NSS Training College, Ottapalam.*

economic Status (SES) is the word used to distinguish between people's relative positions in society in terms of family, money, political power, educational background, and professional reputation. Saifi and Mehmood (2011) defined the SES as "a combined assessment of an individual's or family's economic and social status relative to others based on income, education, and occupation". Socioeconomic status may greatly influence children and their performance in the school.

Need and Significance of the Study

The socio-economic conditions of the family and society influence the education of an individual. The social status of the family in the society, financial status of the family and the health status of the family affect significantly their education. The educational system of the rural or undeveloped area differs much from that of the urban or developed area. An area with poor socio-economic status will affect the education system of that area. The poor quality education system further affects the development of the society and the nation as a whole.

The significance of a 'whole-of-government' approach is acknowledged in Agenda 2030's statement, which declares that the SDGs are 'integrated and indivisible' and 'balance the three elements of sustainable development: economic, social, and environmental.' It goes on to say that 'the interlinkages and integrated character of the Sustainable Development Goals are critical in ensuring that the new Agenda's goal is met,' and that integrated solutions are needed. Bringing together varied stakeholders — line ministries, departments, public agencies, and so on – from various sectors for integrated planning and execution of developmental programmes is what this refers to.

In this context, focussing on the scheduled tribes who are still living in poor socio-economic conditions is important. The World Bank estimate shows that one in five Indians are poor and 80 percent of them are in rural areas. The incidence of poverty is high among the Scheduled Tribes followed by Scheduled Castes. By virtue of the unique development path followed in the State, the poverty index of Kerala shows that only 11.3 percent of population falls under the poverty line as compared to 29.5 percent in the country in 2011-12 (State Planning Board, 2018). The death rate of newborn babies due to malnutrition is also high among tribes. Hence the study has relevance and been conducted.

Objectives of the Study

1. To study the socio-economic status in relation to academic achievement of tribes of the whole sample.
2. To study the significance of difference in the extent of relation between socio-economic status and academic achievement among higher secondary tribe students classified based on
a) Gender (Female/Male)
b) Type of Community (Irula/Kurumba/Muduga)

Hypotheses of the Study

1. There is no significant relationship between socio-economic status and academic achievement of tribes

2. There is no significant difference in the relation between socio-economic status and academic achievement based on
   - Gender (Female/Male)
   - Type of Community (Irula/Kurumba/Muduga)

Methodology in Brief

Method adopted

For the present study normative survey method was used. The investigator used the House drop-off survey.

Sample

For the present research, a sample of 134 higher secondary students was collected from three tribal groups of Attappady, i.e., lrulas, Mudugas and Kurumbas. Sampling was done using stratified random sampling technique giving due representation to gender and the type of community.

Tools used

The investigator, for the purpose of study, used the following tools:

1. Socio-economic Status Scale prepared and standardized by the researcher and the guide.
2. Score of the Plus One Annual Examination of the sample selected for the study.
3. Documents regarding the social, cultural, economic and educational aspects of the inhabitants of Attapady.
4. Interview Schedule for the parents of the sample.

Statistical techniques used

The following statistical techniques were used for analyzing the data:

1. Descriptive statistics -mean, median, mode, standard deviation, skewness and kurtosis-were employed to know the nature of the distribution of the data.
2. Pearson's product-moment correlation to analyze the extent of relationship between two variables.
3. Test of significance of difference between two correlation coefficients.

Analysis and Interpretation of Data

Table 1

Summary of the Descriptive Statistics of the scores of Socio-Economic Status of Higher Secondary Tribe Students of Attapady

Variable	N	M	M_{dn}	M_o	SD	S_k	Ku
Socio-Economic Status	134	56.08	54.00	49.84	19.84	0.431	-1.078

Table 1 revealed that the mean, median and mode obtained for the scores of socio-economic status of the whole sample is 56.08, 54.00 and 49.84 respectively. The distribution has a standard deviation of 19.84. The value obtained for skewness is 0.431 and for kurtosis, -1.078.

The obtained values of mean (56.08), median (54.00), and mode (49.84) for the distribution show that the distribution is not so scattered. The value of standard deviation (19.84) shows that the scores are slightly dispersed from the normal value. The value of skewness (0.431) shows that the distribution is positively skewed; but to a negligible degree. The value of kurtosis obtained for the distribution, -1.078, is less than the value of kurtosis of a normal curve (0.00). Hence it can be said that the distribution of the scores are platykurtic.

Table 2

Correlation between Academic Achievement and Socio-Economic Status for the Whole Sample

Variables	N	M	SD	r	p
Academic Achievement	134	268.58	62.78	0.538**	$p<0.0001$
Socio-Economic Status	134	56.08	19.84		

Note. ** denotes the value is significant at 0.01 level.

Table 2 revealed that the value of coefficient of correlation obtained for testing the relation between academic achievement (M = 268.58, SD = 62.78) and socio-economic status (M = 56.08, SD = 19.84) is 0.538. The obtained value is significant at 0.01 level of confidence.

From the obtained value of r (0.538), it can be inferred that there exists a significant positive linear relationship between academic achievement and socio-economic status of higher secondary tribe students of Attapady.

The value of coefficient of correlation, r, also shows that the relationship is moderate. The relative status of the family in the society and the family's financial condition influence the students' mind. A family with a low economic status can't sometimes meet the child's educational needs and may cause backwardness in his academics. This may be the reason that causes a positive relationship between academic achievement and socio-economic status of the students.

Table 3

Significance of Difference in Relation between Academic Achievement and Socio-Economic Status for the Subsample Classified based on Gender (Female/Male)

Gender	Variables	*n*	*M*	*SD*	*r*	*CR*	*p*
Female	Academic Achievement	71	290.96	61.60	0.548**	0.21	0.833
	Socio-economic Status	71	58.29	20.97			
Male	Academic Achievement	63	243.37	54.33	0.521**		
	Socio-economic Status	63	53.59	18.34			

Note. ** denotes the value is significant at 0.01 level.

Table 3 revealed that the coefficient of correlation between academic achievement (*M* = 290.96, *SD* = 61.60) and socio-economic status (*M* = 58.29, *SD* = 20.97) among females is obtained as 0.548. It is also clear that the value of *r* is significant at 0.01 level of confidence.

It is evident from Table 3 that the mean value obtained for academic achievement of male is 243.37 (*SD* = 54.33) and for socio-economic status is 53.59 (*SD* = 18.34) coefficient of correlation obtained for male is 0.521, which is significant at 0.01 level of confidence.

The critical ratio obtained for the test of difference in the correlation coefficients is 0.21 which is less than the table value. Hence the difference is not significant.

The coefficient of correlation, *r*, obtained for the subsample female is 0.548 which shows that there exists a significant moderate linear correlation between academic achievement and socio-economic status. The value of *r* obtained for the male is 0.521, significant at 0.01 level of significance, which means, there is a positive moderate linear relationship between academic achievement and socio-economic status among male students.

The correlation coefficient obtained for male is higher than that of females. But, the value of significance of difference (*CR* = 0.21; *p* = 0.833) shows that this difference is not significant. Hence it can be said that gender has no differential effect on the correlation of academic achievement and socio-economic status of tribal students.

Table 4

Correlation between Academic Achievement and Socio-Economic Status for the Subsample Classified based on Community (Irula/Kurumba/Muduga)

Community	Variables	*n*	*M*	*SD*	*r*	*p*
Irula	Academic Achievement	115	269.19	62.81	0.615**	$p<0.0001$
	Socio-economic Status	115	56.93	19.67		
Kurumba	Academic Achievement	5	267.60	69.44	0.074	0.906
	Socio-economic Status	5	43.00	20.95		
Muduga	Academic Achievement	14	263.93	65.03	0.113	0.701
	Socio-economic Status	14	53.71	20.59		

Note. ** denotes the value is significant at 0.01 level.

Table 4 shows the value of coefficient of correlation obtained for the sub samples is classified based on the community. The correlation coefficient (*r*) obtained for the Irula community (n=115) is 0.615. It can also be seen that the value of *r* is significant at 0.01 level.

Table 4 revealed that the correlation between academic achievement (*M* = 267.60, *SD* = 69.44) and socio-economic status (*M* = 43.00, *SD* = 20.95) of students from Kurumba community (*n* = 5) is 0.074 and is less than 0.05 level of significance.

It is also inferred that the correlation coefficient, *r*, obtained for Muduga community while testing the extent of relationship between their academic achievement and socio-economic status is 0.113, the value of which is not significant at 0.05 level of confidence.

Among the three communities, only the *r* value of Irula is significant.

Table 5

Significance of Difference in Relation between Academic Achievement and Socio-Economic Status for the Subsample Classified based on Community (Irula/Kurumba/Muduga)

Community	n	r	CR	p
Irula	115	0.615**	0.900	0.368
Kurumba	5	0.074		
Irula	115	0.615**	1.910	0.056
Muduga	14	0.113		
Kurumba	5	0.074	0.050	0.960
Muduga	14	0.113		

Table 5 revealed that the critical ratio obtained for the test of significance of difference in correlation value obtained for Irula and Kurumba is 0.900 with a p value of 0.368 which shows that the difference is not significant at 0.05 level of confidence.

The critical value for difference in correlation of Irula and Muduga is 1.910. As the p value obtained is 0.056, it can be said that the difference is not significant at 0.05 level of significance.

Table 5 shows that the critical ratio obtained for the difference in relation among Kurumba and Muduga is 0.050 which is less than the table value. Hence the difference is not significant.

Discussion

The correlation coefficient (r = 0.615) obtained for the analysis of the extent of correlation between academic achievement and socio-economic status among the Irula community shows a substantial linear positive relationship between the two variables, which is significant at 0.0 level of significance. The coefficient of correlation obtained for the Muduga community is 0.113($p = 0.701$), which can be verbally interpreted as negligible positive linear relationship, which is not significant at 0.05 level of significance. From the value of r obtained for Kurumba community (0.074) it can be said that there is no significant relationship between their academic achievement and their socio-economic status.

The values obtained for Pearson's Product-moment correlation shows that there exists a significant correlation between academic achievement and socio-economic status among Irulas. At the same time, the correlation coefficient obtained for Kurumba and Muduga is not a significant one. But the test of significance of difference in the correlation coefficient shows that the differences of r obtained for the three communities are not significant even at 0.05 level of confidence.

Conclusion

The analysis of the data collected from the tribal students of Attappady showed that the academic achievement of tribal students is related to their socio-economic status. The study also showed that the average academic score of tribal students is less than fifty percentages. This points out the backwardness of tribal students in their academics. The average mean score of achievement is low in the science group when compared to the other group. From the personal interviews and informal meetings, the researcher came to know that the students are having problems with Science, Mathematics and English subjects from their primary level.

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Vision Board Practices for Enhancing Personal Leadership Values among Teachers through WhatsApp Platform

* Dr. Bindhu C.M.
** Arjun R.S.

Abstract

Vision board is a technique to assist in goal setting for long and short period of time. Every teacher has to deal with various personal and professional tasks which have to be completed with or without specific deadline. The study was conducted among twenty eight teachers with representatives from Lower Primary, Upper primary, High School, Higher Secondary and Higher Education institutions. A whatsapp program consisting of audio recordings and regular follow up activities for two months was used as a tool on vision board for enhancing personal leadership values among the teachers. The feedback of the program for analyzing the outcomes is collected through semi-structured interview schedule. Even though many of the participants were already aware about the concept of goal setting and the idea of vision board, positive insights about the possibilities of the creative usage of vision board is derived through this whatsapp program. It was also reported that subjects of the study felt better about school environment, home environment and balancing between different life situations by being aware about the realistic understanding about their own goals through the process of creating vision board and the regular usage and able to create valuable outputs in their own educational institutions.

Keywords: Vision board, personal leadership values, WhatsApp programme, teachers

Introduction

Principle of personal leadership is one of the three major principles that needs to be understood for the success of an individual. It is a necessary foundation for the effectiveness of a person to grow from dependence to independence. Principles of personal vision and principles of personal management are also the other two major principles. Understanding the power of paradigm and paradigm shift through inside-out approach rooted in character ethics create the necessary foundation to have healthy personal leadership. Begin with the end in mind, things created twice, conscious design of first creation, understanding leadership and management, rescripting the ineffective scripts, identifying center and principle centered paradigm, ways to use creative first brain,

* *Professor, Department of Education, University of Calicut, Calicut.*
** *Junior Research Fellow, Department of Education, University of Calicut, Calicut.*

identifying roles and goals and mission statement at personal, family and organizational levels are the important elements connected in principles of personal leadership. Expansion of perspectives and visualization and affirmation techniques can be useful to tap the right brain to improve one's conscious creation.

Conscious and responsible actions can become a habit only through having clarity about the situations and goals in life. Thus choosing suitable goals uphold values including responsibility, commitment and persistence in mission. Setting goals for the sake of having targets in life has so much of qualitative difference in comparison with choosing values that leads to goal setting. Introspection on the abilities, weakness and situations of a person bring internal clarity and psychological comfort while choosing appropriate goals with the intention of taking right actions and steps. At times having a goal tends to become a mental thing and due to influence of external circumstances in life, an individual or group of individuals may deviate from the goal paradigm they initially choose. Principles of personal vision give a direction to choose suitable universal values while choosing right goals and missions in life at individual level. Personal leadership values are the universal human values aligned harmoniously and specifically in the context of principles of personal leadership. Covey (1989) uses the term 'Begin with the End in Mind' as a habit for representing principles of personal vision, as one of the seven habits of effective people. In the scenario of present world 'effectiveness' is a basic objective of all the professional and personal projects and commitments. So it is relevant to identify the habit 'begin with the end in the mind' as one of the essential life habits. Self motivational devices like vision board can also support in dealing with issues of choosing the path of conscious goals already selected by an individual with persistent actions. Concept of Vision Board includes the scope of improving the attitude towards the goals through the process of creative visualisation of intended outcomes.

A teacher of this era is always part of an organization as an employee in a organization or as member of teaching community or as a part of Ministry of Public Education. Thus the 'teacher mind' life style is supposed to be in connection with mission and desired outcome of their school or educational environment. In Institutional contexts characterized by various requirements on time and resources, goals indicate which purposes and which activities are more important than others. They provide a critical mechanism for coordinating the work of organizational members and making decisions about how to allocate scarce resources (Goldring & Pasternak, 1994). The link between mission and goals is critical because their motivational force derives from their embodiment of wider values to which those responsible for goal achievement are already committed (Barth, 1990).

Vision Board is a collage of images and words representing a person's wishes or goals, intended to serve as inspiration or motivation. Vision boards are flexible, multipurpose, creative tool that exists within the expressive arts and creative counselling tradition (Gladding, 2008). It can also promote self-reflection without relying heavily on verbal expression and allows for exploration

and processing rather than focusing on determining the "correct" answer (Burton & Lent, 2016).

It is important to understand that general notion of the goal is about targets like money, luxuries, facilities, achievements, objects, home and external physical things whereas true goal setting is a process of reaching the values one internally wish which may not be able to represent in exact words. Individuals may use vision boards to reflect on broad or complex questions involving uncertainty or incongruence or future life situations and to use visual aids to identify or clarify the responses and outcomes (Mosely, 2010). Vision boards can include images from magazines, drawings, inspirational words, photographs, or decorations. In general, vision boards tap into imagination and creative, non-linear thinking, and may free individuals to include subconscious wishes or dreams in their formation of consciously-stated goals or aspirations. The process of "visioning" is similar to guided imagery, or the creation of mental images that recreates the sensory perceptions of a place or experience, in that it provides open-ended structure, allows for creative expression, and facilitates processing of discovering personal meaning (Skovholt, Morgan, & Negron-Cunningham, 1989). The imagery selected for a vision board can help bridge the gap between a developing sense of identity and conscious thoughts about a young person's future educational/career path (Mosely, 2010).

Need and Significance of the Study

Rationale of Counsellors for using vision board is to promote and communicate the internal ideas and expressing the future goal setting (Burton & Lent, 2016). Vision Board can be used to identify and explore the educational and career aspirations which is very much useful for the mind learners and youngsters (Wiggins & Tingley, 2015). It is also helpful in discovering identity and interests of an individual (Skovholt et al., 1989). Exploration is an appropriate career development task for youth who are still in the process of identity formation, but not yet ready to commit to one career goal exclusively (Turner & Lapan, 2005).

The advantage of involving discussions and programme on self help techniques having psychological background with teachers is that it can lead to create educational environments evolving as mentally hygienic one. From the perspective of Social Cognitive Career Theory (Lent et al., 1994), exploration is part of the learning experiences construct; school counsellors can intentionally structure these learning experiences to build self-efficacy beliefs and positive outcome expectations for their students' interests and goals. As youth and adolescents work toward self-understanding and orienting themselves toward the future, career and academic exploration is often a meaningful part of that developmental work. Vision board prompts may allow students to identify their strengths and successes, enhancing their self-efficacy beliefs. The boards can also broaden a students' perception of future possibilities as students identify and articulate their interests, ponder the consequences of their choices and envision careers that fit with their identity. Congruent with the case study below, students can test and clarify their identities and form stronger supportive relationships by

explaining the meaning behind their vision boards to important people in their lives.

Objectives of the Study

1. To design a Vision Board programme for enhancing personal leadership values among teachers.
2. To identify the impact of Vision Board programme for personal leadership values among teachers
3. To understand the views and perception of participant teachers about the activities practised in the Vision Board programme for enhancing personal leadership values among teachers.

Methodology in Brief
Method adopted

Module development and execution of Vision Board programme for enhancing personal leadership values among teachers were done in the first phase of the study. Second Phase is proceeded in qualitative format designed as a case study of teachers who experienced Vision Board programme for enhancing personal leadership values.

Sample

Teachers (N=28) of Kozhikode district, Kerala has participated in the study. The sample consisted of five lower primary school teachers, six upper primary school teachers, six high school teachers, six higher secondary school teachers and five teachers from higher educational institutions.

Tools used

1. Module of Vision Board Programme for enhancing personal leadership values.

2. Semi-structured interview schedule for collecting the feedback of the Vision Board Program for enhancing personal leadership values.

Procedure adopted

A module of Vision Board Programme for enhancing personal leadership values among teachers through Whatsapp platform is designed by incorporating audio clips and 2 months follow up activities. The module consisted of explanations to understand the philosophical, psychological and sociological dimensions of Vision Board along with the activities to recognize the strength and weakness of individuals, to find out the advantages and disadvantages of the present situations they undergo in personal, academic and in other life scenarios which participants consider as important, to create a realistic goal chat for various dimensions of life, to get clear understanding about the situations of their institutional environment for choosing the proper goals, to foster awareness on the necessary actions for achieving the goals and to design a vision board. The recommended ways of using the vision board for a specific period of time, through well defined targets and for harmonious balance of life as discussed in the program along with misguided practices of vision board existing in the society.

A two month follow up of happenings of life in general as well as in the institutional environments were discussed from the angle of impact of vision board practices in the formats of weekly review, fifteen days review and monthly review among the subjects. After the follow up, the feedback of the participants were collected through a semi-structured interview schedule to understand how correctly

teachers grasped the basic ideas about vision board, to recognize how vision board influenced the personal and institutional life in the period of two months and to collect the perceptions, thoughts and opinions about this Whatsapp programme for analyzing its impact. Twenty questions including fifteen direct questions related to the content of the programme and five open ended questions were included in the semi-structured interview schedule along with space for interactive self reflection about the program. Analysis of the feedback sessions were done based on the responses in semi structured interview schedule and reviews collected as part of module execution.

Discussion

Category of Lower Primary School Teachers

Teachers found it very much supportive in understanding the need of being aware about the goals in life, in schools and in personal life. Two of them reported that planning the classroom activities as a goal made them think about trying innovative ideas in classroom and implemented few of them which got appreciation from parents as well as colleagues. Another teacher expressed that scheduling the daily life activities by keeping both school and home tasks in mind gave more peace and confidence and got certain changes in personal relationship too. Three teachers reported that positive changes happened in communication with parents and clarity too happened in relationship with parents. Yet another teacher felt and reported that allocation of extra time for personal goals and passions have positively affected the mood in school environment.

Category of Upper primary School Teachers

Four teachers felt that their tendency to improve classroom strategies have increased and attempted to make new changes in their transactions. One participant made a plan for improving ICT integrated learning activities and felt changes in skills and attitude in using ICT for academic and administrative tasks. A teacher who faced health issues reported that clarity about needed outcomes forms the basis of realistic understanding of the situations derived through the process of making vision board helped in conscious conversations with colleagues and family. All the subjects suggested to have a regular psychological support which is essential for the mental well being of teachers and students.

Category of High School Teachers

Four teachers reported that they got glimpses of how to manage personal and professional life better in a harmonious way through conscious understanding of the situations, goals and actions. Two of the teachers felt the need of identifying minute needs of learners of teenage for better classroom environment and set goals to derive the desired results. Two teachers expressed the possibilities of vision board to be executed in a school organizational level by communicating clearly about the goals of teachers and schools through democratic discussion forums to ensure the effective participation of all the staff for the growth of learners and institution with accountability of actions and flow of motivation from colleagues. Three teachers who had extra charges of student's club were able to make a chart of plans with the help of concept of vision board which they felt will be helpful in further planning and smooth execution of club activities.

Category of Higher Secondary School Teachers

Two teachers were well aware of the concept of vision board and goal setting from various training programs and motivational programs. But they recognized the difference in the execution of the Whatsapp program on vision board for personal leadership values from the previous understanding as something more reality based and motivating to take actions in situations. They expressed how various misconception and misrepresentation of concepts happening in the various motivational programs even after paying huge amount of money. Three teachers felt that they could improve their presentations by systematically organizing the points they have to mention in staff meeting with the help of practice of vision board. Four teachers felt that daily life activities can be planned regularly in a normal day and they were able to do it on certain days in the duration of two month follow up program. One teacher got excited and reported that vision board practice helped to execute separate remedial classes regularly which they thought not possible easily before the program.

Category of Higher Educational Institution Teachers

Out of the 5 teachers of this category, two teachers belong to the colleges of teacher education, one teacher belonged to institute of teacher education and two teachers belonged to Arts and Science colleges of undergraduate level.

Three teachers reported that the present system itself is automatically suggesting the need of ideas of vision board where they had to take variety of responsibilities of various dimensions to come together. Four of the teachers felt that the procedure of creating vision board help to attempt basic preparatory research about all the responsibilities they undertook. Three teachers felt that it motivated them to plan official activities in the aspects of quality service to learners, academic growth, professional development and administrative leadership. One teacher expressed that this Whatsapp programme was helpful in drawing out insights on managing multifaceted activities happening inside and outside the profession. Two of the teachers brought out creative opinions on how psychological concepts can be used practically in the life of teachers and students for better learning outcomes and how misrepresentations of psychological ideas exist in society when they appreciate the need of similar supports and research to be carried out.

Conclusion

Teachers in general are aware of the concept of goal setting and the need of developing it from various sources including their preservice courses. But most of the teachers are not familiar about the conscious ways to identify the goals and take needed actions towards that. Six of the teachers who were aware about the various methods including vision board for conscious goal selections, shared about the misrepresentation of psychological devices spreading in the society including among the educated groups. Considering all the above facts most of the teachers expressed that Vision board programme for enhancing goal setting values, gave a systematic clarity on the process of conscious goal selection. Vision board can be

helpful in the sense that it has a positive impact on several aspects of life especially life in the family and life in the educational institutions.

Teachers of Lower primary and Upper primary schools emphasized the benefits of programmes on personal leadership values by appreciating the research attempt through the WhatsApp programme and expressed the need of similar support system to be organized in the educational system. High School teachers suggested that similar programmes are to be done for staff for improving the team spirit and recognizing common goal setting values of the institution for the growth of individual educational institution. Values like self discipline, accountability, creativity, commitment, sustainable transformation, team work, understanding colleagues, respect, vision making and responsibility are emphasized in the feedback of the participants. Similar studies can be conducted in offline and online modes for more groups of teachers to understand the in-depth dynamics of the impact of Vision Board practices for implementing suitable changes and actions in all educational environments.

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Genderwise Differences in the Perceived Stress of Parents of Autistic Children

* Dr. Sreekala S

Abstract

Parenting is a tough exercise and having a child with disabilities like autism can make things more difficult since children with disabilities have impairment in physiological, psychological and social development. Parents can find their roles very stressful when dealing with developmental disorders resulting in social, economic, physical and psychological problems. Bringing up a child with autism can be challenging for parents especially when other people do not understand the issues. This study analyzed gender differences in the stress level of parents of autistic children. The study was conducted among 153 parents of autistic children in Kerala. Perceived Stress Scale was used to assess the perceived stress of parents. Percentage wise analysis and t-test were used to analyze the data. The results of the study indicated that perceived stress of parents of autistic children based on gender has no significant difference.

Keywords: Parenting, disabilities, perceived stress, autistic children

Introduction

Stress is a very common problem being faced by all today. Every individual experiences stress in one form or the other. The term stress has many definitions, Lazarus and Folkman (1984) have defined stress as "an internal state which can be caused by physical demands of body or by environmental and social situations, which are evaluated as potentially harmful, uncontrollable, or exceeding our resources for coping".

Perceived stress is the feelings or thoughts that an individual has about how much stress they are under at a given point of time or over a given period. It incorporates feelings about the uncontrollability and unpredictability of one's life, how often one has to deal with irritating hassles, how much change is occurring in one's life and confidence in one's ability to deal with problems or difficulties. It is not measuring the types or frequencies of stressful events which have happened to a person, but rather how an individual feels about the general stressfulness of their life and their ability to

* *Associate Professor, NSS Training College, Ottapalam.*

handle such stress. Individuals may suffer similar negative life events but appraise the impact or severity of these two different events as a result of factors such as personality, coping resources, and support. In this way, perceived stress reflects while interaction between an individual and his/her environment which they encounter.

Autism Spectrum Disorder (ASD) is a complex developmental condition that involves persistent challenges in social interaction, speech and nonverbal communication and restricted or repetitive behaviours. The effects of ASD and the severity of symptoms are different in each person. ASD is usually first diagnosed in childhood with many of the most-obvious signs presenting around 2-3 years old, but some children with autism develop normally until toddlerhood. However, many children diagnosed with ASD go on to live independent, productive and fulfilling lives. Autism Spectrum Disorder is considered as one of the developmental disorders that has the greatest impact on the family. Raising and caring a child with autism is a daunting and a permanent challenge for parents and primary caregivers. Parents often need to adapt their professional lives and relationship in order to find appropriate solutions that are suited to the specific needs of their children (Fitzgerald, 2015).

Children with Autism Spectrum Disorder experience the world differently from other people and they often have difficulty in expressing themselves. Parents can find it difficult and embarrassing when their child demonstrates unusual behavior in public. If parents feel stressed and unable to cope up, their own health can be at risk. So it is important for parents to address their needs as well as of those of their children. Parents of children with autism sometimes described feeling overwhelmed, guilty, confused, angry or depressed. It is a common emotion they experience and may feel frustrated when their child is clumsy, unresponsive and angry or disregarding others. It also arises when other people do not understand how autism spectrum disorder affects a child. Parenting therefore can be stressful, and if the stress becomes too much, it affects their quality of life.

Need and Significance of the Study

The research on autism is very important for understanding the larger class of neuro developmental disorder, because autism is not a single disorder, but rather a spectrum of closely related disorders with a shared core of symptoms. If we can identify every disorder and treat it effectively, it will make a huge difference in the lives of the affected people. The wide-ranging complexity of autism makes understanding very difficult, but also compelling. Only in recent years research on autism has been taken up in collaboration within the medical and scientific communities.

There are a wide variety of studies that still need rapid investigations. Despite the rapid advances in genetics, most clinical research has not arrived at real causes behind it. The more we discover about Autism Spectrum Disorders, the more we realize we still have to learn. Basic social skills are usually very difficult for people with autism. As a result, people can perceive them as rude or bizarre. If more people had a better understanding of the way autistic minds work, they may be more forgiving and accepting. This would prevent a

lot of loneliness and social isolation which autistic people and their parents often feel.

Parents and teachers of children with autism know that the keys to success in their education are patience, collaboration and mutual support between home and school. They also know that finding the time to review the latest research, as well as developing the skills to understand how to apply it, can be challenging. Many families, educators and even youth with Autism Spectrum Disorder (ASD) themselves report that even a little support can go a long way. Having a strong social support system is essential for families of children with ASD. Unfortunately, extended family, friends, and school staff do not understand the emotional and personal challenges associated with raising with autism spectrum.

Depape (2015) studied parents' experiences of caring a child with autism spectrum disorder, and found that ASD can have a profound impact on family life, including the roles and responsibilities that parents assume. Vasilopoulou and Nisbet (2016) conducted a study on 'Couples' experiences of parenting a child after an autism diagnosis and found out that parenting stress can have a negative impact on parenting behaviours, family functioning, domestic relationships.

Martin, Emma, Sciberras (2020) in their study on 'Associations between children's sleep problem severity and maternal well-being in children with autism spectrum disorder' reported that mothers of autistic children have higher levels of stress when compared to their counterparts.

Although a number of researches have studied on parental stress, very limited studies are available dealing with the problems of parents of children with special needs. The problems of children with different developmental disorders and difficulties of the parents and how parents react to the perceived stress has not been explored with due importance.

Objectives of the Study
The objectives of the study were the following.
1. To find out the level of perceived stress of parents of autistic children.
2. To compare the perceived stress of parents of autistic children based on gender.

Hypotheses of the Study
1. There exists significant difference in the level of perceived stress of parents of autistic children.
2. There exists significant difference in the mean scores of perceived stress of parents of autistic children based on gender.

Methodology in Brief
Method adopted
Normative survey method was adopted for the study.
Sample
A sample of 153 parents of Kerala were selected using stratified sampling technique.
Tool used
The tool used for data collection was Perceived Stress Scale constructed by the investigator.
Statistical techniques used
The statistical techniques used for this study were percentage wise analysis and t test.

Results and Discussion

To find the levels of perceived stress of parents of autistic children, they were classified into three groups, such as parents having 1) High level of perceived stress 2) Average level of perceived stress and 3) Low level of perceived stress

The scores which are more than Mean + SD are categorized as parents under high level of perceived stress. Parents who scored below Mean + SD are categorized as parents under low level of perceived stress and parents who scored in between the below and above of Mean + SD are categorized as parents with average level of perceived stress, which are given in Table 1.

Table 1

Data and Results of Analysis of Levels of Perceived Stress of Parents of Autistic Children

Perceived Stress			
Group	Norms	*n*	*%*
High	*M + SD* and above	21	13.72
Average	*M + SD* to *M − SD*	105	68.62
Low	*M − SD* and below	27	17.6
	Total	153	100

Table 1 revealed that 13.72% of parents of autistic children are falling into high level of perceived stress, 68.62 % of parents of autistic children under low perceived stress. It was found that, for the whole sample the majority is coming under average group. ie, 68.62 % of parents from whole sample were shown average level of perceived stress level. Thus the result has pointed out different levels of perceived stress experienced by parents.

Comparison of Mean Scores of Perceived Stress of Parents of Autistic Children with Respect to Gender

To find out whether there exists any significant difference in the mean scores of perceived stress of parents of autistic children on the basis of their gender, test of significance of difference (*t* test) was employed. Details of the results are presented in Table 2.

Table 2

Data and Results of the Test of Significance of Mean Difference in Scores of the Perceived Stress on the Basis of Gender

Variable	Gender	N	M	S.D	t	p
Perceived	Female	118	140.47	14.65	0.16	0.882
Stress	Male	35	140.94	16.76		

Table 2 revealed that the mean and standard deviation of perceived stress in female parents is 140.47 and 14.65. The mean and standard deviation of perceived stress in male parents is 140.94 and 16.76. The t value obtained for perceived stress is 0.16 and p value is 0.882 which is greater than 0.05 and is not significant at any level. There exists no significant difference in the mean scores of the perceived stress of parents of autistic children based on gender. Fathers and mothers of autistic children possessed almost same level of perceived stress.

Conclusion

There needs to be adequate awareness of autism disorder because the family members of autistic children have great financial and mental burden and the more uninformed they are, the greater the risk of misdiagnoses, thus making their child more difficult and resistant to therapy. Earlier recognition and diagnosis will help parents in devising a well-constructed and streamlined treatment plan, helping to release stress, as they will be able to discuss and share their problem with appropriate doctor to have a correct diagnosis. An early and accurate diagnosis plays a massive role in outcomes and improvement of behavior in the child. After diagnosis, they will be able to focus on their child's betterment, and as the demands and teaching strategy of autistic children is unique, they can approach the child's school teachers with ease about the disorder and work together towards the child's education simultaneously with therapy, resulting in an improvement. There are different ways of coping with stress such as: confronting (facing), distancing (remoteness), self-control, seeking social support, accepting responsibility, escape or avoid (from the stressor), plan a problem solving strategy and positive reappraisal. Usually two broad type of coping types are seen- Instrumental coping and Emotional coping. Autism awareness is definitely spreading, and people are becoming more and more informed, and as a result, the general public have awareness and compassionate. If the society accepts them fully, they can lead a happy, healthy and a stress free life with minimum mental health issues.

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College Teachers' Perception on Integrating ICT in Teaching Learning Process

* Dr. M. Jagadesh

Abstract

Information and Communication Technology (ICT) is a diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information. The present study intends to collect data pertaining to the perception of college teachers towards Information and Communication Technology and its impact in teaching learning process. The study focuses on college teachers, their attitude, awareness and their professional development assessment through ICT. The sample of the study included 811 teachers, randomly selected from 42 Colleges in Coimbatore district from the Paramedical (Nursing, Pharmacy, Physiotherapy and Occupational Therapy), Teacher Education, Arts and Science and Engineering and Technology disciplines. Tools namely ICT and Teacher Attitude, Teacher Anxiety and Avoidance, ICT Uses, Barriers in using ICT, ICT and Classroom Learning Productivity are used for the study. The Correlation and Regression analysis indicated that the research variables have made significant contributions towards total ICT Perception. This study has its own special significance since future classroom will be a fusion of teaching, learning and technology, which is fast becoming a reality.

Keywords: ICT, perceived impact, classroom learning productivity

Introduction

Education and technology have become increasingly fundamental elements for the standard of living in the twenty-first century. Importance of education in almost all lifestyles has increased with the support of Information and Communication Technology (ICT). During the past 20 years, the use of ICT has fundamentally changed the scenario of education. With the help of ICT, teachers can continue to pursue the aim of education beyond the confines of classroom walls. There appears to be numerous factors that influence teachers' use of ICT tools. These significant contributory factors are exhaustively dealt with in this study.

* *Assistant Professor in Education, Sri Ramakrishna Mission Vidyalaya College of Education. Coimbatore.*

The purpose of this non-experimental study is to examine the college teachers' perception towards integrating ICT in teaching and learning processes. The study is designed primarily to capture the perception of teachers in Paramedical, Teacher Education, Arts and Science and Engineering and Technology. Further, the purpose of this study is to investigate to what extent ICT has become a part of teaching-learning and to determine what teachers believe impedes the successful integration of technology into classrooms. The key to successful integration of ICT into education is possible only through teachers and thus investigating factors directly related to their perception, attitude and other perceived factors towards ICT, which are significantly important. Copriady (2014) conducted a study on 'Self-motivation as a mediator for teachers readiness in applying ICT in Teaching and Learning'. The results showed that motivation is a significant variable as a mediator between the variables of readiness with ICT application in teaching and learning Science and Social Science.

Mahat, Jamsandekar and Nalavade (2012) in their study 'A study of teachers attitudes towards ICT teaching process' examined the relationship between teachers' attitude towards ICT teaching, student engagement in the class and teaching time. Results indicated significant relationship between the teachers' attitudes towards ICT teaching and teaching time of the course.

Need and Significance of the study

Teacher effectiveness can be judged through many factors through their competency and their performance in classrooms. The act of teaching along with their competency and performance results in effectiveness in the classroom. Besides, due to the availability of modern technology, the ICT tools have to be incorporated in the teaching learning processes. A perusal of research studies reveals that the teacher effectiveness is related to work/job satisfaction and influences ICT utilization, attitude towards ICT and acceptance of new communication technologies in education by teachers. So the investigator decided to investigate the relationship between ICT and teacher attitude, its influence among the teachers in Higher Education Institutions.

Objectives of the Study

1. To study the correlation between ICT Perception towards the research variables (Teacher Attitude, ICT Uses, Teacher Anxiety and Avoidance, Barriers in using ICT and Classroom Learning Productivity)
2. To study the prediction of ICT Perception on research variables (Teacher Attitude, ICT Uses, Teacher Anxiety and Avoidance, Barriers in using ICT, Classroom Learning Productivity) and to formulate suitable regression equations (Raw Score form and Standard Score form).

Hypotheses of the Study

1. There is no significant correlation between total ICT Perception and the research variables (Teacher Attitude, ICT Uses, Teacher Anxiety & Avoidance, Barriers inusing ICT and Classroom Learning Productivity).

2. There is no significant prediction of ICT Perception on research variables (Teacher Attitude, ICT Uses, Teacher Anxiety and Avoidance, Barriers in using ICT, ICT and Classroom Learning Productivity).

Methodology in Brief
Method adopted

In the present study, normative survey method is employed.

Sample

The sample of the study is 811 teachers, randomly selected from 42 colleges in Coimbatore district among the Paramedical (Nursing, Pharmacy, Physiotherapy and Occupational Therapy), Teacher Education, Arts & Science and Engineering & Technology disciplines.

Tools used

Five tools namely ICT and Teacher Attitude, Teacher Anxiety and Avoidance, ICT uses, Barriers in using ICT, ICT and Classroom Learning Productivity are used for the study.

Statistical techniques used

Following statistical techniques are used in the present study.
1. Correlation Analysis.
2. Stepwise Multiple Correlation and Regression Analysis.

Results and Discussion

Table 1

Correlation Analysis between Research Variables

Sl.No	Variables	r- value	Level of Significance	Remarks
1	ICT and Teacher Attitude Vs ICT Perception	0.770	$p < 0.001$	High Positive Correlation
2	Teacher Anxiety and Avoidance towards ICT Vs ICT Perception	0.735	$p < 0.001$	High Positive Correlation
3	ICT Uses Vs ICT Perception	0.841	$p < 0.001$	High Positive Correlation
4	Barriers in using ICT Vs ICT Perception	0.592	$p < 0.001$	Moderate Positive Correlation
5	ICT and Classroom Learning Productivity Vs ICT Perception	0.755	$p < 0.001$	High Positive Correlation

Table 1 revealed that,

i. The Correlation between Teacher Attitude and Total ICT Perception is highly positive (0.770).
ii. The Correlation between Teacher Anxiety & Avoidance towards ICT and Total ICT Perception is highly positive (0.735).
iii. The Correlation between ICT Uses and Total ICT Perception is highly positive (0.841).
iv. The Correlation between Barriers in using ICT and Total ICT Perception is moderate (0.592).
v. The Correlation between ICT & Classroom Learning Productivity and Total ICT Perception is highly positive (0.755).

Stepwise multiple correlation and regression analysis

To study the correlation between the research variables (Teacher Attitude, Teacher Anxiety & Avoidance, ICT Uses, Barriers in using ICT and ICT & Classroom Learning Productivity) with dependent variable (Total ICT Perception), Stepwise Multiple Correlation Coefficient (R) is calculated. In order to study the contribution of the said independent variables towards Total ICT Perception, Stepwise Regression Analysis is used. Out of 5 research variables entered, all the five variables have found significant correlates with ICT Perception. The results of the same are given in Table 2.

Table 2

Results of Multiple Correlations of Research Variables with Total ICT Perception

S.No	Variables	Code	R	R^2	df1	df2	F-ratio	Level of Significance
1	ICT Uses	X_3	0.837	0.700	1	809	1957.14	$p<0.001$
2	Teacher Anxiety and Avoidance	X_2	0.937	0.877	2	808	3010.86	$p<0.001$
3	Teacher Attitude	X_1	0.967	0.936	3	807	4593.56	$p<0.001$
4	Barriers in using ICT	X_4	0.981	0.962	4	806	7324.35	$p<0.001$
5	ICT and Classroom Learning Productivity	X_5	0.994	0.988	5	805	139020.37	$p<0.001$

Multiple R = 0.994

Multiple R^2 = 0.988

The results in the Table 2 indicate that the research variables ICT Uses, Teacher Anxiety & Avoidance, Teacher Attitude, ICT & Classroom Learning Productivity and Barriers in using ICT have made significant contributions towards Total ICT Perception.

These variables together have contributed to the extent of 98% ($R^2 = 0.988$) of variance in the Total ICT Perception.

Regression Coefficients and Equations

The regression coefficients of the significant variables for Total ICT Perception are given in Table 3.

Table 3

Regression of Classroom Learning Productivity on Predictor Variables

Variables	Code	B coefficient	β coefficient	p value
ICT Uses	X_3	1.002	0.280	0.000
Teacher Anxiety and Avoidance	X_2	0.973	0.359	0.000
Teacher Attitude	X_1	0.934	0.252	0.000
ICT and Classroom Learning Productivity	X_4	0.973	0.197	0.000
Barriers in using ICT	X_5	0.911	0.243	0.000
Constant		-190.265	----	0.000

The results shown in the Table 3 are used to form the equations. The results under the column B-Coefficients are unstandardized and those of column β-coefficients are standardized.

The two regression equations are formed and they are given below.

Raw Score Form

$Y = 1.002 X_3 + 0.973 X_2 + 0.934 X_1 + 0.973 X_4 + 0.911 X_5 - 190.265$

Standard Score Form

$Y = 0.280 X_3 + 0.359 X_2 + 0.252 X_1 + 0.197 X_4 + 0.243 X_5$

Discussion

Attitude has played a significant role in determining the perceived impact of ICT among teachers in educational settings. Teachers' favourable attitude towards ICT integration in teaching learning process gave improved results. This is in accordance with the study by Mahmud, et.al., (2010) who demonstrated that teachers who positively

perceived ICT had better ICT knowledge and skills. Also, Rampersad (2011) in the study reported increased teacher confidence as ICT use added dynamism to their teaching and aroused greater enthusiasm and excitement.

Highly positive correlation between the attitude toward ICT teaching in the class and student engagement in the classroom shows that ICT can increase the student engagement in the class. This fact is supported by the study conducted by Shabnam et al. (2012).

The present findings related to the influence of ICT on teaching confirmed Brill and Galloway's (2007) conclusion that most instructors feel that the technology they currently use in their classrooms has a positive influence on their teaching and students' learning. Complimenting this, Nicolle (2005) found that faculty members recognized that ICT integration could enhance teaching and learning. The results of the present study also support the fact that ICT enhances Classroom Learning Productivity.

Jonassen et al. (2003) affirmed that ICT integration supports meaningful and cooperative learning. Yan (2008) asserted that ICT integration could be an effective tool for classroom interaction and collaboration to foster a high-order learning environment. This statement is in accordance with the results of the present study, which advocates that ICT promotes constructive learning environment.

Usefulness of ICT in education has a paramount importance and the teachers of the present study have responded positively to the test items. Similar findings have been reported byAndrewartha & Wilmot (2001) and Salajagheh's(1998) too.

ICT offers a wide range of opportunities for both teachers as well as students thus making learning productive. Mei-jung Wang (2014), affirms that the results showed that teachers have positive attitudes toward integrating ICT integration. Salajagheh (1998) reported a positive attitude about the use of ICTs in teaching and learning among Shiraz Medical University staff.

Educational Implications of the present study

Research has shown that technology in education contributes to both teacher effectiveness and student achievement. Hence, professionalization of teachers and their classroom practices will suitably influence the learning of students. Use of ICT in classroom can produce student-centered learning environment, which would make the student an independent learner. Not all teachers are motivated to use technology. Teachers must realize that ICT can provide opportunities for new learning experiences. They should willingly participate to perform new roles in the classrooms of the future. As students become more and more self motivated and self directed, the role of teachers, changes from information giver to ICT facilitator.

Many research studies have demonstrated that teachers' motivation is an influential parameter on their willingness to apply ICT in teaching-learning processes. Teachers should have the favourable dispositional attitudes in incorporating several ICT tools and methodologies in improving the educational processes. It is the stakeholders' responsibility to encourage all teachers by providing sufficient facilities and training for them to use ICT. These practices will promote

comfort, confidence, acceptance, and eventually develop a positive attitude towards ICT integration into curricular transaction.

ICT has influenced teaching-learning, evaluation and research processes. This study has its own special significance covering exhaustively varied disciplines viz. Paramedical, Education, Arts & Science and Engineering & Technology and to know the perceived ICT impact. This study has made a genuine attempt to portray varied factors that influence the overall teacher perception towards Information and Communication Technology (ICT) and its classroom integration.

Conclusion

ICT thus plays an inevitable role in the teaching-learning process considering the contemporary situation of the increasing dependence on technology related tools and applications. It provides more opportunities for teachers to handle classes interactively and gives room for students' holistic development. With an ever growing market for customizable software, a virtual learning environment has become more the norm than the exception. Specialist forums and professional websites direct the learner towards valuable sources of information and certified associations. With multiple skills in demand, a balanced learning style and the discovery of new knowledge as in the incorporation of ICTs, a new terrain of knowledge can challenge the status quo of the teacher, text and classroom. This takes all learning to the form of an intuitive leap and rendering the new generation learner more self-sufficient, independent and confident. Hence, the effective use of ICT in educational settings makes classroom learning more interesting and productive.

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A Study on Techno-Pedagogical Skills of Prospective Teachers in Tirunelveli District

* Dr. S.T. Sajith Lal Raj
** Dr. Shaiju Francis

Abstract

This study is undertaken with a view to find out whether differences exist in the techno-pedagogical skills of prospective teachers with respect to gender, type of college and optional subject. The study was carried out on a sample of prospective teachers studying in the B.Ed. colleges affiliated to Tamilnadu Teachers Education University, Chennai. The findings revealed that the level of techno pedagogical skills and its dimensions is moderate. It also revealed that there was a significant difference between male and female prospective teachers in their skill in learning, skill in preparing lesson plan, skill in implementing instructional strategy, skill in education, skill in guidance and techno-pedagogical skills. This study highlights on the relevance of integrating techno-pedagogical skills in teacher education.

Keywords: Techno pedagogical skills, prospective teachers, multi-graded education

Introduction

Teacher education and teacher professional development are facing important quantitative and qualitative challenges. It is estimated that 15-34 million new teachers are needed to achieve UNESCO's goal of Education For All. In Asian-Pacific region also teacher education faces many challenges due to widespread reforms in education and curriculum.

Paradigms and approaches derived from promising conceptual and technical tools capable of renewing instruction and activity systems, are needed to prepare teachers for the 21st century teaching and learning. The value of technology in teaching and learning has been a subject of some contention in the education community for some time. Teachers' use of technologies has an important role in education in the 21st century. Technology can provide a powerful environment for effective learning, but may go beyond teachers' beliefs and practices. Hence it depends on how teachers

Principal, Holy Trinity College of Education, Melpalai, Kanniyakumari District.
**Assistant Professor, St. Josephs Training College, Mannanam, Kerala.*

interpret the use of their tools and how they use them to transform the learning process.

The M-TPACK framework: teaching and learning using mobile learning and developing technologies need a metacognitive instructor (Joshpine, & PioAlbina, 2020). Not only is such a teacher educated about material, pedagogy, students, and technology, but he or she is also adaptable and has a favourable attitude toward using technology into the classroom (Mouza, Karchmer-Klein, Nandakumar, Ozden, &Hu,2014).Teachers who are metacognitive " are aware of what they know about material, pedagogy, students, and technology and utilise that information to alter their teaching to ensure that students accomplish curriculum goals (Wilson, Zygouris-Coe, Cardullo, & Fong,2014).

Need and Significance of the Study

The recent developments in technology have changed the world outside the classroom. Educators and policymakers believe that information and communication technologies are of supreme importance to the future of education at all levels. As ICT is becoming an integral element for educational reforms and innovations at secondary schools, this situation calls for an enhancement of pre-service education with strong ICT skills to prospective teachers.

Many prospective teachers know the content well but have not learned to transform or translate that knowledge into meaningful instructional strategies. Although pre-service teachers do have same before knowledge about information and communication technologies (ICT), they have little know how or techno-

pedagogical ability with which they now integrate these technologies into their teaching practice. No doubt directly and indirectly teacher education programme will benefit from techno-pedagogical skills. Teachers are expected to know how best they can successfully integrate ICT into their subject areas to make learning more meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing student teachers' willingness to integrate technology with classroom teaching. Therefore, pre-service teachers need to plan and use computers in their classrooms by integrating technology in the classroom for effective teacher-learner relationships and teaching-learning styles.

Objectives of the Study
1. To find out the level of techno pedagogical skills of prospective teachers.
2. To find out whether there is any significant difference between male and female prospective teachers in their techno pedagogical skills and its dimensions.
3. To find out whether there is any significant difference between aided and self-financing college prospective teachers in their techno pedagogical skills and its dimensions.
4. To find out whether there is any significant difference among the prospective teachers studying Physical Science, Biological Science, Mathematics, History, Computer Science, Commerce and Language in their techno-pedagogical skills and its dimensions.

Hypotheses of the Study

1. There is no significant difference between male and female prospective teachers in their techno pedagogical skills and its dimensions.
2. There is no significant difference between aided and self-financing college prospective teachers in their techno pedagogical skills and its dimensions
3. There is no significant difference among prospective teachers studying Physical Science, Biological Science, Mathematics, History, Computer Science, Commerce and Language as Optional I subject in their techno-pedagogical skills and its dimensions.

Methodology in Brief

Method

The method adopted in the present study is the survey method.

Sample

The investigator used stratified random sampling technique for selecting the sample. The sample of the study is prospective teachers in Tirunelveli district studying in the B.Ed. Colleges affiliated to Tamilnadu Teachers Education University, Chennai. The sample consisted of 500 prospective teachers.

Tool used

Techno Pedagogical Skill Assessment Scale developed by Sibichen and Annaraja (2009)

Statistical techniques used

Arithmetic Mean, Standard Deviation, 't'test and ANOVA.

RESULTS AND DISCUSSION

Table 1

Techno-Pedagogical Skills of Prospective Teachers

Techno-pedagogical Skills and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Skill in learning	84	16.8	321	64.2	95	19.0
Skill in preparing Lesson plan	85	17.0	329	65.8	86	17.2
Skill in preparing Learning materials	102	20.4	295	59.0	103	20.6
Skill in implementing Instructional strategy	86	17.2	335	67.0	79	15.8
Skill in communication	94	18.8	317	63.4	89	17.8
Skill in Education	91	18.2	309	61.8	100	20.0
Skill in Guidance	88	17.6	327	65.4	85	17.0
Techno-pedagogical skills	92	18.4	320	64.0	88	17.6

It is inferred from the Table 1 that the level of techno pedagogical skills and its dimensions of prospective teachers are at moderate level. Among the moderate values, the level of dimension skill in implementing instructional strategy (67.0%) is high and skill in preparing learning materials is low (59.0%).

Table 2

Comparison between Male and Female Prospective Teachers in their Techno Pedagogical Skills and its Dimensions

Techno-pedagogical skills and its Dimensions	Male (N=72)		Female (N=428)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Skill in learning	20.19	6.767	22.43	6.423	2.615	S
Skill in preparing Lesson plan	26.53	7.771	28.75	7.833	2.245	S
Skill in preparing learning materials	27.58	8.858	29.33	8.659	1.557	NS
Skill in implementing Instructional strategy	29.33	8.659	29.28	8.041	2.131	S
Skill in communication	29.67	9.555	31.48	9.082	1.503	NS
Skill in Education	29.04	9.852	31.68	9.083	2.127	S
Skill in Guidance	26.96	8.978	29.80	8.528	2.506	S
Techno-pedagogical skills	187.46	56.197	202.76	51.353	2.164	S

It is inferred from Table 2 that there is no significant difference between male and female prospective teachers in their skill in preparing learning materials and skill in communication. But there is significant difference between male and female prospective teachers in their skill in learning, skill in preparing lesson plan, skill in implementing instructional strategy, skill in education, skill in guidance and total techno-pedagogical skills.

From the mean values, it is inferred that female prospective teachers are better than male prospective teachers in their skill in learning, skill in preparing lesson plan, skill in implementing instructional strategy, skill in education, skill in guidance and total techno-pedagogical skills.

Table 3

Comparison between Aided and Self-Financing College Prospective Teachers in their Techno-Pedagogical Skills and its Dimensions

Techno-pedagogical skills and its Dimensions	Aided (N=131)		Self-financed (N=369)		Calculated value of 't'	Remarks
	Mean	S.D	Mean	S.D		
Skill in learning	21.14	7.023	22.46	6.298	1.995	S
Skill in preparing Lesson plan	27.91	8.339	28.62	7.679	0.854	NS
Skill in preparing Learning materials	28.02	9.081	29.46	8.543	1.578	NS
Skill in implementing instructional strategy	28.40	8.965	29.11	7.950	0.801	NS
Skill in communication	30.97	9.666	31.31	8.991	0.354	NS
Skill in Education	30.89	10.021	31.45	8.948	0.569	NS
Skill in Guidance	28.85	9.275	29.59	8.412	0.793	NS
Techno-pedagogical skills	196.18	57.637	202.11	50.256	1.045	NS

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

It is inferred from Table 3 that there is no significant difference between aided and Self-financing college prospective teachers in their skill in preparing lesson plan, skill in preparing learning materials, skill in implementing instructional strategy, skill in communication, skill in Education, skill in guidance and total techno-pedagogical skills.

But there is significant difference between aided and self-financing college prospective teachers in their skill in learning.

From the mean values, it is inferred that Self- financing college prospective teachers are better than aided college prospective teachers in their skill in learning.

Table 4

Comparison of Prospective Teachers Based on the Optional Subjects in their Techno-Pedagogical Skills and its Dimensions

Dimensions	Source of variation	Sum of squares	df	Variance estimate	Calculated 'F' value	Remarks
Skill in Learning	Between	773.275	6	128.879	3.114	S
	Within	20403.675	493	41.387		
Skill in Preparing Lesson plan	Between	1119.111	6	186.518	3.099	S
	Within	29671.577	493	60.186		
Skill in preparing Learning materials	Between	1476.299	6	246.050	3.342	S
	Within	36301.339	493	73.634		
Skill in Implementing Instructional strategy	Between	1188.865	6	198.144	3.000	S
	Within	32566.543	493	66.058		
Skill in communication	Between	1475.592	6	245.932	2.999	S
	Within	40428.766	493	82.006		
Skill in Education	Between	1355.702	6	225.950	2.704	S
	Within	41193.696	493	83.557		
Skill in Guidance	Between	580.827	6	96.804	1.301	NS
	Within	36692.555	493	74.427		
Techno-pedagogical skills	Between	45546.489	6	7591.081	2.837	S
	Within	1319168.711	493	2675.799		

(For (6, 493) df at 5% level of significance the table value of 'F' is 2.10)

It is inferred from the Table 4 that there is no significant difference among Physical Science, Biological Science, Mathematics, History, Computer Science, Commerce and Language prospective teachers in the dimension skill in guidance. But there is significant difference among Physical Science, Biological Science, Mathematics, History, Computer Science, Commerce and Language prospective teachers in dimensions skill in learning, skill in preparing lesson plan, skill in preparing learning materials, skill in implementing instructional strategy, skill in communication, skill in education and total techno-pedagogical skills.

Findings

The results of 't' test revealed that female prospective teachers are better than the male prospective teachers in their skill in learning,

skill in preparing lesson plan, skill in implementing instructional strategy, skill in education, skill in guidance and Techno-pedagogical skill in total. This may be due to the fact that generally male students spend most of the leisure time in games with their friends. But female prospective teachers spend most of the leisure time inside the home using technological devices. Female prospective teachers are ready to buy more technological devices. This may help them acquire the skills which are very much essential in their teaching.

The results of 't' test reveal that the prospective teachers of Self-financed colleges are better than the prospective teachers of Aided colleges in their skill in learning in Techno-Pedagogical Skill. This may be due to the fact that generally self-financing college students want to learn more practice and use more devices. But aided college students are not very much concerned about the uses of devices.

The results of 'F' test revealed that the Computer Science students are better than other major subject students in their skill in learning, skill in preparing lesson plan, skill in preparing learning materials, skill in implementing instructional strategy, skill in communication, skill in education, and Techno-pedagogical skill total. This may be due to the fact that computer science students have the basic technological skills and they are using technological devices easily and properly. Prospective teachers get more opportunity in using technological devices inside and outside the classroom. These skills however enhanced their abilities.

Conclusion

Effective technology use includes activities such as linking curriculum outcomes with various technologies, establishing a learning context of discovery and process in the use of technology, collaborating with others both face-to-face and virtually to achieve learning outcomes, simulating real-world environments and assessing outcomes. Prospective Teachers can use technology to assist effectively and efficiently achieving curriculum objectives. Technology can provide powerful environments eliciting modern views of learning but may not change teachers; beliefs and practice. It depends on how teachers interpret the use of tools and how they use them to transform the learning process.

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The Impact of Animated Videos on English Language Teaching

* Neetha V.T.
** Dr. Bindu R.L.

Abstract

In today's global world, English is the unmistakable language, as it is the most widely spoken language on the planet. English is more than just a language course that teaches students basic language skills and also a capacity-building course that helps students broaden their horizons and learn about different cultures around the world. In language classes where teachers have easy access to computers, and have some curriculum freedom, computers are viewed as an important teaching tool. Many teachers believe that computer technology is an important part of providing a high-quality education. Animated videos in the classroom offer teachers a culturally relevant pedagogy option that allows students to connect with the assignment and exercise their creativity engagement in the learning process. The creation of animated videos is one example of an assignment that can foster the fundamental skills of research, analysis, creativity, and engagement in today's learners. Animation has a significant impact on education, particularly in improving the quality of teaching and learning. Hence it is essential to incorporate this into the learning process as it has numerous benefits for English learning activity. Learning with animation is more appealing to young learners as they watch animation at home and it is part of their leisure. As a result, they may feel more motivated and eager to learn.

Keywords: animated videos, education, English language, teacher role

Introduction

Language is God's precious gift that separates humans from animals (Suryana et al., 2021; Haerazi et al., 2018). On both the personal and also the border, which means at social levels, it is inextricably linked to conceptions of who we are. People use language to communicate both their own thoughts and the cultural values and practices of the communities in which they live, such as their families, social groups, and alternative alliances (Kuiper, & Allan, 2017). Language is our key communication source and is the way through which we share our ideas, feelings, views, and thoughts with others (Nishanthi,

* *Research Scholar, Department of Education, University of Kerala.*

** *Professor, Department of Education, University of Kerala.*

2018). In today's global world, English is the language that cannot be denied, as it is the most widely spoken language on the world. English has become increasingly important in a variety of fields, including medical, engineering, and education as it is a necessary language for achieving a variety of professional goals (Nishanthi, 2018). It is not just a language course that teaches students fundamental English skills, but it is also a capacity-building course that helps students to widen their horizons and learn about diverse cultures throughout the world. According to Grabe and Stoller (2002), for proficiency and communication, students use many components of the English language abilities such as listening, speaking, reading, and writing. Furthermore, according to Ahmadi (2018), one of the most significant aspects of learning is the method that teachers employ in their lectures to enhance the language learning process. According to Becker (2000), computers are seen as a significant teaching tool in language classes where teachers have easy access to them, are adequately educated, and have some curriculum freedom. Many teachers consider computer technology as an important aspect of giving a high-quality education.

Animated video is a modern form of entertainment that consists of moving images, texts, and graphics that are combined with sound and voice. According to Sadiman (2005), video is a picture and sound information storage system in which the audiovisual signal is recorded not only on magnetic tape but also on disc. Because a movie provides interesting images and sounds, the use of animated videos can motivate students to actively follow the class. It can also help students retain information while also introducing new vocabularies, grammar, messages, and entertainments.

Animation

The term 'animation' refers to any type of motion. The change in position of someone or something over time is referred to as motion. Theoretically, it is also the space between those points, but that is a separate discussion. What one should be aware of is that an object does not have to change its location in order to be considered animated. It could simply be changing shape. What one should keep in mind is that the relationship between animation and time is crucial (Arwin, 2017).

Animation plays an important role in education, particularly in improving the quality of teaching and learning. The following are the uses of animation in the field of education.

1. Animation can visually and dynamically convey complex concepts.
2. Digital animation is capable of capturing students' attention with a case study.
3. Animation is more effective than other forms of media in conveying a message.
4. Digital animation can also be used to aid in virtual learning.
5. It has the potential to be a more enjoyable medium. Animation has the ability to attract attention, increase motivation, and make student thinking more memorable.
6. The visual and dynamic overlaying provided by animation technology can simplify the process of applying concepts or demonstrating them.

Animated Videos in English Language Teaching

Animated videos are excellent for enhancing literary skills while also making learning enjoyable and engaging. Because they are visual in nature, they are especially effective for English learners. They are excellent for building language skills while also making learning fun and engaging. They are especially effective for English learners because they are visual in nature. According to Canning (2000), "Animated videos can help manipulate language while also being open to a variety of interpretations." This means that students are more engaged in their learning because they must construct their own meaning. The fact that they must organize their thoughts in order to construct meaning implies that they are significantly more likely to acquire new vocabulary. Indeed, the learner's process tends to store the information in long-term memory. Another important aspect to note is that animation can assist students in predicting information and developing their own hypotheses about what they believe will occur, or in developing hypotheses about a specific sentence, word, or idiom that may appear in the video.

Two very different authors, Canning (2000) and Jurkovič (2015) claim that the use of video can positively affect learner motivation by creating a relaxed environment in which students can feel more entertained. Furthermore, it is more amusing and more personal to them. However, as Jurkovič, (2015) contends, "whether video will have a motivating effect or not will also depend on the language level of students."

According to Vélez (2013), it is essential to engage in activities related to the video. In other words, the video should not be shown alone. Before watching the animated video, teachers should engage students in activities that place them in context and allow them to form hypotheses about what they will learn. These are referred to as pre-listening activities. Following that, it is critical to perform while-listening activities, i.e. while they are watching the video. Finally, post-listening activities should be completed to assess the learner's comprehension of the video that has been viewed.

Animated Videos - Teacher's Role

Technology has always played a significant role in the teaching and learning process. It is an important aspect of the teaching profession that teachers can use to help students learn. The term "integration" is used to describe how technology is employed in teaching and learning. Students learn in various ways. Teachers must recognize that students today learn in different ways (Levine, 2010), and they must find new ways to facilitate learning. Teachers at all grades, as well as higher education professionals, want to implement effective pedagogy practices in their classrooms. The technological generation cannot be ignored any longer. Technology allows us to do things differently while still achieving the desired learning outcomes. Not all assignments necessitate a 20-page concept summary to demonstrate student content mastery. While research papers have their place, assignments should also be relevant and enhance learning. Animated videos provide teachers with a culturally relevant pedagogy option that allows students to connect with the

assignment and exercise their fundamental skills of creativity and engagement in the learning process. One example of an assignment that can foster the fundamental skills of research, analysis, creativity, and engagement for today's learners is the creation of animated videos (Gurvitch & Lund, 2014).

The use of animation does not imply that the role of the teacher is taken for granted; on the contrary, the teacher plays a critical role in the video that has been viewed. According to Cakir (2006), "it is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques." The teacher can act as a controller, an assessor, an organizer, a prompter, and a participant. As a result, as we can see, Cakir (2006) claims that one of the teacher's roles is that of a controller, because it is in his hands to decide which important contents to be taught In terms of the assessor, it is self-evident that the teacher must assess students in order to know how they are progressing and in terms of the organizer's role, the teacher must adhere to the best learning process and provide important and relevant information that will help the student succeed in his or her learning process.

Conclusion

In this modern era, the use of technology, particularly the use of an Animated Video is critical in the classroom while teaching language skills. This is very important to include in the learning process because it has many benefits for English learning activity.Learning with animation is more appealing to young learners because it is something they are familiar with (they watch animation at home and it is part of their leisure). As a result, they may feel more motivated, and thus more willing to learn. As previously stated by Canning (2000) and Jurkovič (2015), motivation is an important factor in justifying the use of animation in EFL teaching. However, it is essential to select appropriate videos for learners and to plan and scaffold the teaching tasks accordingly.

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Bio-Cities – A Paradigm Based on Relationship between Economy and Biology

* Dr. Sreekala K.L

Abstract

Though our urban cities offer greatest opportunities and privileges to human beings in the present scenario, it consumes two-thirds of the world's energy and is responsible for playing an active role in global green house emissions. Decline in oil reserves and unpredictable climatic changes demand a revolutionary change in making a paradigm shift in city planning with positive and green adaptations. Hence "Bio-city" is a theoretical urban design and planning model which views cities as complex and constructed ecosystems. This concept helps the city dwellers to attach with nature, achieving a regenerative approach for cities. So it is high time to construct eco-friendly buildings which are designed to use less energy and resources than traditional concrete buildings do. Here mainly recycled materials are used wherever possible and hence it helps in minimizing waste products. Such buildings can help in saving the environment by reducing greenhouse gas emissions and in improving air quality. Such cities need to use energy-efficient appliances and techniques. If planned effectively and wisely, it helps in lowering heat, less consumption of energy, low water consumption, minimal waste production and low carbon foot print. Bio-city postulates cities to be as vital ecosystems that are supported by a wide range of biotic and abiotic factors connected through layered networks. It considers the city as a system unit with many distinct units. When all the units interact in a supportive and symbiotic way, they result in the formation of a healthy city. By converting our thickly populated cities into bio-cities, we are helping to keep our Earth clean and healthy for us as well as for the future generations.

Keywords: bio-cities, green house emissions, eco-friendly, carbon foot print

Introduction

"We shape our buildings and afterwards our buildings shape us". Winston Churchill.

We are fast growing in every field of development including technology. But at the same time we must reflect upon the fact related to how our technologies grow and the consequences of such rapid modernization and

* Associate Professor, N.S.S. Training College, Chanagancherry.

urbanization helps in sustainable development. So it is important to identify the fundamental difference between how our cities grow compared to biological systems. In biological systems, the amount of energy available for growth continuously decreases with increasing size till the growth stops. Based on this principle, a new thinking paradigm emerged which can be implemented in our present urbanized world. A paradigm based on a new relationship between economy and biology and urban/rural areas in order to develop a new bio-economy replacing the existing fossil based economy.

In this context, we all need to change our existing habits and behaviour. We need to replace fossil energy by renewable energy sources. It is time to replace the non-renewable materials like low quality plastics, concrete materials by renewable bio-based materials and replacing our concrete infra structures and indoors by greening the environment, both outdoors and indoors. Our traditional ancient homes (Taravadu) was mainly constructed on woods. Hence pollution rates are minimum when compared to present urban concrete systems. Also we know the fact that constructing buildings with wood in cities leads to carbon capture in nature. Moreover, creation of urban forests with easily and rapid growing trees and efficient plantings of trees/shrubs round the existing buildings, decrease the energy conservation in buildings also. It also indicates decrease in the consumption of ultra-sonic heat effect. That is why it is said that small trees and forests are the backbone in maintaining the climate in smart cities, which fulfils the concept of Bio-cities. Hence including nature to our thickly populated urban cities is a pre-requisite

to ensure that our regions prosper in harmony with nature.

Even though our urban cities offer greatest opportunities and privileges to human beings in the present scenario, it consumes two-thirds of the world's energy and is responsible for playing an active role in global green house emissions. An International Science- Policy-practice dialogue was held on the transformative potential of trees, forests, wood and other bio materials to rethink about the built environment. The participants in this seminar included Architects, Forest experts, Health supervisors, Landscape experts and Policy makers. They all suggested the importance of wood and forests in the making of eco-friendly environment. After the stone and iron ages, we are now in the midst of technology mediated silicon age. We still depend on crude oil as the main source of energy for meeting our needs. This will gradually lead to social, economical and environmental crisis to the present and future generations. Decline in oil reserves and unpredictable climatic changes demands a revolutionary change in making a paradigm shift in city planning with positive and green adaptations.

Bio-city

'Bio-city' is a theoretical urban design and planning model which viewed cities as complex constructed ecosystems. This concept helps the city dwellers to link with the nature, achieving a regenerative approach for cities. Recent research work reveals the fact that the present oil reserves will last only for a few more years, and the energy needed for extraction of crude oil is very high also. The renowned economist and environmental theorist James Kunstler warns in his book 'The long

Emergency' of the grave danger that in near future nations will start fighting for the remaining crude oil.

So it is high time to construct eco-friendly buildings which are designed to use less energy and resources than traditional concrete structures. Here mainly recycled materials are used wherever possible and hence it helps in minimizing waste products. Such buildings can help in saving the environment by reducing greenhouse gas emissions and in improving air quality. Bio-cities are created with the environment in mind. They are designed to be environment-friendly and use many renewable resources like wood and natural materials. The goal of creating bio-cities is to reduce the amount of carbon dioxide they emit, thereby reducing greenhouse gas emissions. Such cities need to use energy-efficient appliances and techniques. So bio-city can be designed with all kind of considerations in mind, from the way it looks like to how effectively it functions. If planned effectively and wisely, it might help in lowering heat, less consumption of energy, low water consumption, minimal waste production (convert food wastes to compost), and low carbon foot print etc.

Converting urban cities to bio-cities can be affordable to certain extent. All we need to have is intelligence, proper and efficient planning, and the knowledge of the basic technology involving in converting the existing pattern of nature friendly environments. Now there is a growing popularity of bio-based buildings and homes around the world and more populations are opting for such living spaces. Solar energy is one of the most bio-friendly forms of renewable energy source for bio-cities. Its advantage is that it does not contaminate air which leads to global warming. Moreover we can construct eco-roofs to these buildings with artificial turf which can be made from plant wastes and other recyclable materials.

Bioclimatic buildings can be included in this category. They are a concept of energy efficient buildings that take into consideration, their environment. They only use natural resources from the place in which it is built. The local and geographical position are important to build a bioclimatic building so that it will work with the characteristics of the place.

Climatic change and Oil depletion needs long term strategic planning at global level. Some nations begin to shift from fossil fuels to renewable energy sources, and they will remain as a stable system in future. Hence there needs to be a bio economy model that mimics the cyclical model of biological ecosystems which helps in maintaining a balance in the short run period. Bio-city model reopens the door to new paradigms for restorative urban programmes through applying equal and same weightage to cultural and environmental processes. Bio-city respects the earth's rich resources indicating the viewpoint that human beings are still connected to their nature. By engaging in human activities in accordance with conservation of environment, bio-city aspires to nurture positive change, which creates positive climate. It also shows us the purpose to understand the stable and unavoidable relationships with urban areas and natural ecosystems. Bio-city postulate cities to be as

vital ecosystems that are supported by a wide range of biotic and abiotic factors connected through layered networks.

Bio-city considers the city as a system unit with many distinct units. When all the units interact in a supportive and symbiotic way, they result in the formation of a healthy city. But often cities rely on services from the ecosystems only for basic life related functions such as for pure air, water, climate regulation, waste disposal and decomposition and the provision of resources for human, plant and animal consumption.

Conclusion

Bio-city offers buildings that improve efficiency, reduce utility bills and further reduce long-term energy cost. It enhances air quality also. Hence every element ranging from developmental planning, building designs, amenities, system installation and future technology are taken into consideration for implementing it to significantly reduce the energy conservation and achieving the above said goals related to a bio-city project. It also helps individuals to become more environmental conscious. If we do not recognize our place in nature and change our mind-sets and attitudes from man as an authority to being an equal partner, it is quite likely that the human race will be consumed by evolution itself. By converting our thickly populated cities into bio-cities, we are helping to keep our earth clean and healthy for us as well as for the future generations.

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Impact of Parental Education on Coping Behaviour of Adolescents with and without Learning Disabilities

*Rejee M.K.Nair

Abstract

This study attempts to investigate the impact of parental education on coping behaviour of high school students with and without learning disabilities. It also examined the significant difference, if any in the coping behaviour of high school students with and without learning disabilities, based on their parental education. A sample of 200 high school students of 9th standard from Kanniyakumari district were selected and learning ability test was carried out to categorize them as having or not having learning disabilities. An adolescent coping behaviour scale was used to find out the coping strategies. Mean, standard deviation and t-test were used to analyze the data. Findings revealed that adolescents without learning disabilities exhibited better coping behaviour than those with learning disabilities, on the basis of father's educational qualification, SSLC and HSC. When father's educational qualification was Degree and above, there was no significant difference in the coping behavior of students with and without learning disabilities. Significant differences existed in the coping behavior of high school students with and without learning disabilities in all categories based on mother's educational qualification. The educational level of parents had their influence on the coping behavior of students with and without learning disabilities.

Keywords: parental education, coping behaviour, adolescents, learning disabilities

Introduction

The word 'adolescence' comes from the Latin verb 'adolescere' which means 'to grow'. So, the essence of the word *adolescence* is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of physical, mental, social and emotional life. It is a very crucial period of one's life .Adolescence is a time when students face significant personal and academic challenges. Academic performance, interpersonal relationships, life changes, and career exploration are the main sources of stress

* *Assistant Professor in Biological Science, N.V.K.S.D College of Education (Autonomous) Attoor, Kanniyakumari*

for adolescent populations. Such stress can result in psychological, physical, and behavioural issues. To deal with stress, adolescents must employ a variety of coping strategies.

Coping has been defined as a process in which cognitive or behavioral efforts are made to manage specific internal and external sources of psychological stress. The most widely used categories of coping are problem-focused and emotion-focused coping. Problem-focused coping is when an individual takes action to change the circumstances causing stress; emotion-focused coping is when an individual works to alter their own experience of negative emotion resulting from a stressful source.

Coping mechanism can also be described as 'survival skills'. It is the learned pattern used to cope with the situation. It is an important component of psychosocial competence, by which an adolescent is able to balance and manage the developmental tasks of this stage of the life cycle. It is particularly important for adolescents because they are confronted with many life stressors and strains.

The term learning disability is a syndrome found in children of normal or above normal intelligence characterized by specific difficulties in learning to read (dyslexia), to write (dysgraphia) and to do grade appropriate mathematics (dyscalculia). Learning disability lies in their way of learning and in their perceptual system. Children with learning disability are normal in intellectual functioning. Learning disability is a problem that affects the brain's ability to receive process and analyze or store information. These problems can create difficulties for a student to learn as quickly as

someone who is not affected by learning disabilities.

Need and Significance of the study

Life is a painful tug of war for many adolescents, with mixed messages and conflicting demands from parents, teachers, friends, family, and oneself. Adolescence is a time of intellectual and emotional transition. Adolescents with a learning disability have normal or above normal intelligence and struggle in at least one academic area, usually several, and their difficulties cannot be attributed to any other diagnosed problem. Improving outcomes for adolescents with learning disabilities is a difficult task that usually necessitates intensive intervention for even minor improvements. Parental education has also been linked to differences in parenting behaviours, parents' capacity to interact with their child's school or schoolwork and their accuracy in assessing their child's ability.

The educational level of parents is a significant predictor of children's educational and behavioural outcomes. Indeed, research suggests that parental education is an important predictor of child achievement. Parental education is a powerful motivator for children, paving the way for their future. It is a well-known fact that children of educated parents are more confident, resourceful, and experienced than children of uneducated parents. Parental encouragement and support for home learning activities, as well as parental involvement in schooling, are critical factors in the education of children.

The stress level of adolescent students with learning disabilities is high due to their disability as well as the difficulties they face during the adolescence period. Adolescent

students with learning disabilities may face not only the stress due to low academic achievement, but also lack of skills to deal with a variety of situations due to their disabilities. As a result, parental education plays a critical role in improving the children's coping behaviour.

Objectives of the Study

1. To compare the mean scores of coping behaviour of adolescents with and without learning disabilities, with respect to the background variables :
   i. Father's educational qualification
   ii. Mother's educational qualification

Hypotheses of the Study

1. There exists no significant difference in the mean scores of coping behaviour of adolescents with and without learning disabilities, based on their father's educational qualification.

2. There exists no significant difference in the mean scores of coping behaviour of adolescents with and without learning disabilities, based on their father's educational qualification.

Methodology in Brief

Method adopted

Normative survey method was adopted for this study.

Sample

The present study was conducted on a sample of 200 high school students studying in 9th standard at various schools in Kanniyakumari district.

Tools used

For this study, the investigator administered Learning Ability Test and Adolescents Coping Behaviour Scale for data collection.

Statistical techniques used

In the present study, the investigator analyzed the data by using statistical techniques such as mean, standard deviation and 't' test.

Results and Discussion

Table 1

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) based on Father's Educational Qualification upto SSLC

Qualification up to SSLC	Mean	SD	N	t	p	Level of significance
Adolescents with LD	17.35	3.99	37	4.63	0.000	0.01
Adolescents without LD	21.11	3.59	56			

The calculated t-value is 4.63, (p≤0.01) is significant at 0.01 level. Therefore, the two groups differ significantly in their coping behavior. Hence the hypothesis is retained ,i.e, there exists a significant difference in the coping behavior of adolescents with and without learning disabilities based on their father's educational qualification, upto SSLC level. It is found that the adolescents without learning disabilities showed better coping behaviour.

Table 2

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) having Father's Educational Qualification upto HSC

Qualification up to HSC	Mean	SD	N	t	p	Level of significance
Adolescents with LD	18.74	4.27	31			
Adolescents without LD	22.39	3.66	31	3.66	0.000	0.01

The calculated t-value is 3.66, (p≤0.01) is significant at 0.01 level. Therefore, the two groups differ significantly in their coping behavior. Hence the hypothesis is retained ,i.e, there exists a significant difference in coping behavior of adolescents with and without learning disabilities based on father's educational qualification, upto. It is observed that the students without learning disabilities are significantly better in their coping behaviour.

Table 3

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) having Father's Educational Qualification Degree and above

Qualification up to degree and above	Mean	SD	N	t	p	Level of significance
Adolescents with LD	18.03	4.11	32			
Adolescents without LD	22.45	3.83	11	1.77	0.078	NS

The calculated t-value here is 1.77, (p≤0.01) this value is not significant at any levl. Therefore, the two groups do not differ significantly with respect to coping behavior. Hence the hypothesis is rejected ,i.e, there exists no significant difference in coping behavior of adolescents with and without learning disabilities based on father's educational qualification, (degree and above) is accepted .

Table 4

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) based on Mother's Educational Qualification upto SSLC.

Qualification up to SSLC	Mean	SD	N	t	p	Level of significance
Adolescents with LD	17.71	4.32	38			
Adolescents without LD	31.37	3.54	51	4.24	0.000	0.01

The calculated t-value is 4.24, (p≤0.01) which is significant at 0.01 level. Therefore, the two groups differ significantly in their coping behavior. Hence the hypothesis is retained ,i.e, there exists significant difference in the coping behavior of adolescents with and without learning disabilities based on mother's educational qualification, upto SSLC. It is found that the adolescents without learning disabilities are better in their coping behaviour.

Table 5

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) having Mother's Educational Qualification upto HSC

Qualification up to HSC	Mean	SD	N	t	p	Level of significance
Adolescents with LD	19.37	3.85	30			
Adolescents without LD	21.27	3.53	33	2.04	0.043	0.05

The calculated t-value is 2.04, (p0.01) which is significant at 0.05 level. Therefore, the two groups differ significantly in their adolescents coping behavior. Hence the hypothesis is retained ,i.e, there exists significant difference in the coping behavior of adolescents with and without learning disabilities based on mother's educational qualification, upto HSC. It is found that the adolescents without learning disabilities are better in their coping behavior.

Table 6

Comparison of Coping Behaviour of Adolescents with and without Learning Disabilities (LD) having Mother's Educational Qualification Degree and above

Qualification up to degree and above	Mean	SD	N	t	p	Level of significance
Adolescents with LD	17.06	3.88	32			
Adolescents without LD	22.13	4.32	16	3.96	0.000	0.01

The calculated t-value is 3.96, (p≤0.01) which is significant at 0.01 level. Therefore, the two groups differ significantly in their adolescents coping behavior. Hence the hypothesis is retained , i.e, there exists significant difference in the coping behaviour of adolescents with and without learning disabilities based on mother's educational qualification,(degree and above). It is found that the adolescents without learning disabilities are better in their coping behavior.

Findings of the Study

Significant differences existed in the coping behaviour of high adolescents with and without learning disabilities based on father's educational qualification, viz., SSLC and HSC. No significant difference existed in the coping behaviour of adolescents with and without

learning disabilities based on father's educational qualification which is degree and above. Significant differences existed in the coping behavior of adolescents with and without learning disabilities in all categories based on mother's educational qualification, (SSLC, HSC, degree and above).

Conclusion

Adolescence is a period in life when youth face a variety of new stressful experiences while also having strong desires to deal with life events on their own. Events that they seek, such as romantic relationships, friendships, and academic challenges, introduce new sources of stress. Parental expectations clearly play an important role in the educational and social development of adolescents. The parents generally have lower expectations for adolescents with learning disabilities and their expectations for adolescent's future education lag behind with their actual performance. The lower levels of expectations aid in understanding why these adolescents have poor social and educational development. The disability 'label' appears to have a number of negative implications. Understanding how adolescents respond to, think about, and cope with stressful events lays the groundwork for preventive intervention services. The task of parents of adolescents with learning disabilities is indeed challenging and therefore to cater to their needs, the parents and teachers must work together to the betterment of challenged categories of students.

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Self-Efficacy of Higher Secondary Students

* R.T. Jegatheeswari
** Dr. S.Sreelatha

Abstract

This investigation is an attempt to study the level of self-efficacy, locale and medium of instruction- wise differences if any in the self-efficacy of higher secondary students. Normative survey method was used in this study. Data was collected from a sample of 400 higher secondary students selected from different schools of Kanniyakumari district in Tamil Nadu state using random sampling technique. Self-Efficacy Scale (SES Jegatheeswari &Sreelatha 2021) was used to collect data. No significant differences were noted in the self-efficacy of higher secondary students with respect to locale and medium of instruction-wise analysis.

Keywords: locale, medium of instruction, self-efficacy, higher secondary students

Introduction

Self-efficacy is defined as "a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations" (Bandura, 1977). Self-Efficacy is an important ability for every human being to cope effectively and succeed in a particular situation.Bandura (1997) asserted that students' self-efficacy beliefs predict their performance to accomplish the given task. In other words, students' opinions of their abilities have an effect on their capability. By suggesting that "the higher the sense of self-efficacy, the greater the effort, persistence, and resilience", Pajares (2002) also agreed with this idea (p.116).

Self-efficacy plays a major role in goals, tasks, and challenges. People with a strong sense of self-efficacy develop a deeper interest in the activities, commitment, challenging tasks, and confidence. Self-efficacy should be developed throughout life as people acquire new skills, experiences, and understanding. This ability should be resolved to improve students' emotional states, self-beliefs, habits of thinking, academic skills, personal factors, environmental factors, and human behaviour. As a result, higher secondary students may resort to making judgments about the quality of the knowledge and skills they possess.

Need and Significance of the Study

Adolescence is a crucial stage in terms of exploring educational opportunities, career

* *Ph.D Scholar, N.V.K.S.D College of Education (Autonomous), Attoor, Kanniyakumari District.*
** *Principal, N.V.K.S.DCollege ofEducation, (Autonomous), Attoor,Kanniyakumari District.*

options, and independent life. A crucial factor for adolescents' emotional well-being is their belief in their own capacities to face those challenges. In adolescence, self-efficacy plays a pivotal role in coping with life situations. Self- efficacy is very important to overcome all the adjustment difficulties for adolescents. It leads to the better cognitive development. It is proven that individuals who have a high sense of efficacy in their abilities believe that they have control over the challenges and threats they face which results in the reduction of stress and paves the way for personal accomplishments.

Adolescents around the world are facing many challenging situations and encounter various life situations by themselves as well as with their classmates and family. In the domain of self-efficacy, co-relational researches have reported that at senior secondary school level, there is a significant positive correlation between self-efficacy and family environment (Weiser & Riggio, 2010 and Mishra & Shanwal, 2014) and academic achievement (Loo & Choy, 2013; Pavani & Agrawal, 2015) and it was found that it is the consistent predictor of academic success (Zajacova et al,2005), motivation and performance (Schunk, 1995 and Zimmerman, 2000) and there is no significant difference between students of Government and aided schools (Meera & Jumana, 2016) however, with respect to locale, secondary school students of urban background differ significantly from their rural counterpart (Meera & Jumana, 2016).Self-efficacy is more related to the results of persuading oneself on cognitive processing of different sources like feedback, observations and knowledge of task strategies

(Dornyei, 2001). Ekizoglu and Ozcinar (2010) assert that a high level of self-efficacy stimulates an individual more to do his/her best. Students with high self-efficacy tend to be more successful and successful students tend to have higher self-efficacy beliefs (Tilfarlioglu and Cinkara, 2009, p.136). Since self-efficacy is very essential for higher secondary students, the investigator conducted a study on the level of self-efficacy with respect to locale and medium of instruction of higher secondary school students.

Objectives of the Study

1. To study the level of self-efficacy and its components namely initiative, effort and persistence of higher secondary students.
2. To study the locale and medium of instruction- wise differences if any, in the self-efficacy and its components namely initiative, effort and persistence of higher secondary students.

Hypotheses of the Study

1. There exists a significant difference, locale and medium of instruction- wise in the mean scores of self-efficacy of higher secondary students.
2. There exists a significant difference, locale and medium of instruction- wise in the mean scores dimensions of self-efficacy namely initiative, effort and persistence of higher secondary students.

Methodology in Brief
Method adopted

The investigator adopted normative survey method for the study.

Sample

Data was collected from a sample of 400 higher secondary students selected from

different schools of Kanniyakumari district in Tamil Nadu using random sampling technique.

Tool used

Self-Efficacy Scale (SES) developed by Jegatheeswari and Sreelatha (2021) was used to collect data.

Statistical techniques used

The data were analysed using arithmetic mean, standard deviation and 't' test.

Results and Discussion

Table 1

Percentage wise distribution of Self-efficacy and its Components for Higher Secondary Students

Dimensions	Levels	count	Percentage
Initiative	Low	34	8.50
	Moderate	313	78.25
	High	53	13.25
Effort	Low	30	7.50
	Moderate	315	78.75
	High	55	13.75
Persistence	Low	35	8.75
	Moderate	308	77.00
	High	57	14.25
Self-efficacy	Low	33	8.25
	Moderate	313	78.25
	High	54	13.50

The results given in Table 1 revealed that majority of higher secondary students possess moderate level of self-efficacy (78.25 % moderate, 8.25 % low and 13.50 % high). Regarding the dimensions also, higher secondary students possess moderate level of initiative (78.25 % moderate, 8.50 % low and 13.25% high), effort (78.75 % moderate, 7.50 % low and 13.75 % high) and persistence (77 % moderate, 8.75 % low and 14.25 % high). It is evident from the results that majority of higher secondary students had moderate level of self-efficacy and its components namely initiative, effort and persistence.

Table 2

Comparison of Mean Scores of Self-efficacy of Higher Secondary Students with respect to Locality.

Locality	Mean	SD	N	t	p	Remark
Rural	75.63	16.09	248	0.418	0.677	NS
Urban	76.34	16.76	152			

Results in Table 2 show that, the calculated t value (t-0.418; p>0.05) is not significant at 0.05 level. Hence the null hypothesis 'there exists no significant difference in the mean scores of self-efficacy of rural and urban higher secondary students is accepted. This result is in contradiction with the result of Mani and Prabu (2019) that there is a significant difference in the self-efficacy of rural and urban students in higher secondary schools. This difference may be attributable to many reasons such as difference in sample, tools, and data collection techniques.

Table 3

Comparison of Mean Scores of Self-efficacy of Higher Secondary Students with respect to Medium of Instruction.

Medium of Instruction	Mean	SD	N	t	p	Remark
Tamil	76.2	15.55	200			
				0.367	0.714	NS
English	75.60	17.10	200			

Results in Table 3 show that, the calculated t value (t-0.367; p>0.05) is not significant at 0.05 level. Hence the null hypothesis 'there exists no significant difference in the mean scores of self-efficacy of Tamil and English higher secondary students' is accepted. This result is in contradiction with the result of Meera and Jumana (2016) and Shakoor, Khan and Farrukh, (2016) this difference may be attributable to many reasons such as difference in sample, tools and data collection techniques.

Conclusion

The results revealed that majority of higher secondary students use Effort as their Self-efficacy strategy. No significant differences were noted, locale and medium of instruction-wise in the self-efficacy of higher secondary students. Many practical measures may be used to improve self-efficacy among school students. Teachers can help the students who are struggling with low self-efficacy and get them to invest sufficient effort and persist on challenging tasks. Teachers can monitor the students with low self-efficacy and make them to be highly motivated and evaluate them regularly. They should encourage and motivate students to make decisions based on their own interests, values, abilities and skills. The implication of self-efficacy is that teacher should encourage the students to use maximum opportunities for both curricular and co-curricular activities. Also they have to promote students to realise their own talents and potentialities to make appropriate career choices for their future.

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