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Editorial



Making Schools Safe Learning Environments

In a place where knowledge and arts are to bloom, violence and indiscipline has come up. Students at an age when they are supposed to hold a pen are involved in violence. The horrifying incidents like the recent murder of an Engineering college principal by students of the same college in Vallanadu of Tuticorin district, Class 11 student by his classmate in their classroom in Vilangudi of Dindigul district, a Class 8 student by a former student of the school in Pandalgudi of Virudhunagar district have sent shockwaves across the nation.

Incidents of students attacking and hurting each other are also on the rise. Schools are no longer safe havens for children. Why have schools become such volatile environments? Television and video games instigate violence. Some violent children are victims of domestic violence. Some want to appear rebellious and daring in front of friends and so challenge authority figures. Early childhood schizophrenia could be a cause. Faulty parenting and bad company are others.

Teachers spend an inordinate amount of time and energy managing classroom conflicts. As violence increases, pressure for safe and orderly schools increases. Schools are struggling with the question of what to do. Providing students with an orderly environment in which learning and ensuring student safety is becoming more difficult in many schools. This

issue needs to be dealt with seriously at a time when social structures are changing and exposure to violence is increasing.

Resolving conflict and preventing violence are important factors in creating a safe learning environment. Students respond to conflict by confronting it, usually in a violent manner, or avoiding it. Neither of these responses helps them to learn how to deal with conflict in an appropriate way. It is important for students to know how to deescalate conflict, manage it, and resolve it. Preventing violence and resolving conflicts are very important nowadays in schools. Violence prevention programmes alone are not enough. Students also need to learn how to manage conflicts constructively. Students need an alternative to use violence for resolving conflicts. Training students in conflict resolution not only helps

schools become orderly and peaceful places in which high quality education can take place but also improves instruction. Constructive conflict resolution strategies can gain and hold attention, increase motivation to learn, arouse intellectual curiosity, and improve the quality and creativity of problem solving. The benefits of such training extend beyond schools since students are prepared to manage future conflicts constructively in career, family, community, national, and international settings.

Looking forward to a violence-free New year 2015, let me conclude with the words of Gandhiji:

"I believe that every person has the potential to be a perfect embodiment of non-violence. If you generate the quality of non-violence within you it will spread out to the world from you like a mighty storm".

"WISH YOU ALL A HAPPY AND PROSPEROUS NEW YEAR"

Editor

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Need of Guidance for Arts and Science College Students

*Dr. M.Manivannan

**Dr. N.Ramakrishnan

ABSTRACT

Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person. The present study is an attempt to find out the need of guidance for Arts and Science College Students in Madurai district. The study was conducted on a sample of 300 Arts and Science college students. The study revealed that there is significant difference in guidance need of Arts and Science college students in terms of sex and social status. It was also found that the female students and backward caste students have more guidance need compared to their counterparts.

INTRODUCTION

Guidance covers the whole process of education which starts from the birth of the child. As the individuals need help throughout their lives, it is not wrong to say that guidance is needed from cradle to grave. Literal Meaning: to guide means to indicate, to point out, to show the way. The term

guidance is related to all types of education – formal, non-formal, vocational, etc. wherein the aim is to help the individual to adjust his environment in an effective way. According to Good, “Guidance is a process of dynamic interpersonal relationship designed to influence the attitude and subsequent behaviour of the person”. In this, emphasis is given on interpersonal relationship. According to National Vocational Guidance Association, “Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work”. McDonald opines that the purpose of guidance is to help the students and teachers in acquiring desirable abilities and skills rather than to achieve the ends of educational programmes. Mathewson (1962) defined guidance as the systematic professional process of helping the individual through educative and interpretative procedures to gain a better understanding of his own characteristics and

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potentialities and to relate him more satisfactorily to social requirements and opportunities.

NEED AND SIGNIFICANCE OF THE STUDY

If anyone in the local community faced any kind of problems, there was always the head of the family or community leader to guide. Such guidance was an offhand advice, without a deep and thorough understanding of the problem. Guidance by teachers and parents often misleads the students instead of helping them. Therefore professional training is needed for students.

It is common to find the expression "guidance and counselling" in any magazines, but there are similarities as well as differences between guidance and counselling. Counselling represents only one of the services to be found in a guidance programme, whereas guidance touches all aspects of life and it tries to help the individual in solving his or her problems.

Hence the present study has made an attempt to unravel the guidance need of Arts and Science college students in Madurai district.

OBJECTIVES

1. To find out whether there is any significant difference in guidance need among Arts and Science college students in terms of sex.

2. To find out whether there is any significant difference in guidance need among Arts and Science college students in terms of social status.

HYPOTHESES

1. There is no significant difference in guidance need among Arts and Science college students in terms of sex.
2. There is no significant difference in guidance need among Arts and Science college students in terms of social status.

TOOL USED

The researcher has used the Guidance Need Check list developed by Pillai. The tool has 50 items.

SAMPLE

The investigator has followed stratified random sampling method for the present study. The investigator used a sample of 300 Arts and Science college students with due representation given to the variables, viz. gender and social status.

RESULTS AND DISCUSSION

HYPOTHESIS 1

There is no significant difference in guidance need among arts and science college students in terms of sex.

Table 1

Significance of Difference in Guidance Need Among Arts and Science College Students in Terms of Sex

S.No	Variable	N	M	S.D	't'	Critical Value	Level Of Significance
1	MALE	163	17.68	17.01	2.86	1.960 for df of 298 at 0.05 level	Significant
2	FEMALE	137	22.67	13.15			

It is evident from table 1, the obtained 't' value is 2.86 which is higher than the critical value of 1.960 for df of 298 at 0.05 level and is significant. Hence the hypothesis stated as "there is no significant difference in guidance need among arts and science college students in terms of sex" is rejected.

It may be noticed from the above table that the female students have more guidance need than male students (Mean of male :17.68, Mean of female : 22.67).

HYPOTHESIS 2

There is no significant difference in guidance need among Arts and Science college students in terms of social status.

Table 2

Significance of Difference in Guidance Need Among Arts and Science College Students in Terms of Social Status

S.No	Variable	N	M	S.D	't'	Critical Value	Level Of Significance
1	BC	151	21.7	14.83	1.08	1.960 for df of 236 at 0.05 level	Not Significant
	MBC	87	19.4	15.95			
2	BC	151	21.7	14.83	2.31	1.960 for df of 198 at 0.05 level	Significant
	SC/ST	49	15.6	16.24			
3	BC	151	21.1	14.83	2.26	1.960 for df of 162 at 0.05 level	Significant
	OC	13	19.2	16.64			
4	MBC	87	19.4	15.95	1.31	1.960 for df of 134 at 0.05 level	Not significant
	SC/ST	49	15.6	16.24			
5	MBC	87	19.4	15.95	0.18	2.000 for df of 98 at 0.05 level	Not significant
	OC	13	19.2	16.64			
6	SC/ST	49	15.6	16.24	4.51	2.000 for df of 60 at 0.05 level	Significant
	OC	13	19.2	16.64			

It is evident from table 2 that there is no significant difference in the guidance needs of BC and MBC Arts and Science college students at any level. Hence the hypothesis is accepted.

There is significant difference in the guidance needs of BC and SC/ST Arts and Science college students at 0.05 level. Hence the hypothesis is rejected. It is evident from the results that BC students have more guidance need than SC/ST students (Mean of BC : 21.71 and Mean of SC/ST: 15.67).

There is significant difference in the guidance needs of BC and OC Arts and Science college students at 0.05 level. Hence the hypothesis is rejected. It is evident from the results that BC students have more guidance need than OC students (Mean of BC : 21.71, Mean of OC: 19.24).

There is no significant difference in the guidance needs of MBC and SC/ST Arts and Science college students at any level. Hence the hypothesis is accepted.

There is no significant difference in the guidance needs of MBC and OC Arts and Science college students at any level. Hence the hypothesis is accepted.

There is significant difference in the guidance needs of SC/ST and OC Arts and Science college students at 0.05 level. Hence the hypothesis is rejected. It is evident from the results that OC students have more guidance need than SC/ST students (Mean of SC/ST: 15.67, Mean of OC:19.24).

It may be concluded that there is significant difference in guidance need among arts and science college students in terms of social status. BC students have a higher guidance need which is followed by MBC students, OC students and SC/ST students in descending order.

CONCLUSIONS

1. The study has revealed that there is significant difference in guidance need of Arts and Science college students in terms of sex and social status. It was also found that the female students are having more guidance need than male students. So more guidance programmes should be organized in colleges for women students.

2. The BC students were found to have more guidance need compared to their counterparts. So BC students should be provided with more guidance service.

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Listening Comprehension in English of Higher Secondary Students : A Case Study of Pathanamthitta District in Kerala

*Lekha GNair

ABSTRACT

This paper discusses the level of listening comprehension in English of higher secondary students of Pathanamthitta district in Kerala. This study analyzes proficiency of the higher secondary students in listening comprehension using a proficiency test which consists of both monologue and dialogue in native accents.

INTRODUCTION

Teaching the skill of listening cannot be emphasized enough in a communicative classroom. For second language learners, developing the skill of listening comprehension is extremely important. Students with good listening comprehension skills are better able to participate effectively in class (Brown, 2001).

Listening comprehension is one of the four major language skills. Moreover it is a receptive skill in the oral mode. While discussing listening, what we really mean is listening and understanding what we hear.

It is indeed a complex process. Listening comprehension in a second language is quite different from listening comprehension in a native language. Even when it continues to be a difficult task to deal with, listening in the ELT classroom continues to receive the least attention.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. In the real world listening skill helps the students with pronunciation and social communication. There are a number of advantages for students who are good at listening comprehension. A few are listed below:

1. Impart pre-reading skill
2. Enhance the overall listening comprehension skill
3. Promote thinking and problem-solving skill

Listening has a significant part to play in communication. Students need the

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constant support and guidance of the teacher while practising this skill. The students who are successful in listening comprehension turn out to be effective communicators.

The traditional listening comprehension approach is simply meant to test our students' listening ability. It doesn't give the students an opportunity to train them effectively and find a solution to the lack of comprehension in some students.

The purpose of this study was to find out the level of proficiency of higher secondary students in listening comprehension in English in general and genderwise in particular. Listening skill is given an appropriate place in the higher secondary curriculum but there is an uncertainty prevailing in the fact whether it is implemented effectively in the ESL classrooms. It is doubtful if students get an opportunity to get exposed to native accents and authentic texts.

OBJECTIVES

1. To measure the listening skills of higher secondary school students of Pathanamthitta District, Kerala, through tests in listening comprehension in English.
2. To compare the proficiency of higher secondary students of Pathanamthitta District, Kerala through tests in listening comprehension in English taken in pairs on the basis of their gender taken in a contrasted pair, namely, low, high.

METHOD

Normative Survey method was adopted for conducting the present study

TOOLS USED

The tool used for the present study was a Proficiency test in Listening comprehension.

POPULATION AND SAMPLE

The population for the present study consisted of all the higher secondary students of Pathanamthitta District, Kerala. Random sampling technique was used in this study. The sample consisted of 150 students from three schools in Pathanamthitta District, out of which 79 were boys and 71 were girls.

STATISTICAL TECHNIQUES USED

The statistical techniques used for the present study were Arithmetic Mean, Median, Standard Deviation, Skewness, Kurtosis and Critical Ratio.

RESULT AND DISCUSSION

The investigator made an attempt to find out the proficiency level of the higher secondary (11th grade) students of Pathanamthitta district (Kerala) in Listening comprehension in English.

Table 1
Analysis of Proficiency in Listening Comprehension in English

Marks	No.	Percentage	Mean	SD (σ)	Skewness	Kurtosis
11-15	2	1.33	31	5.57	-0.73	3.29
16-20	5	3.33				
21-25	15	10.00				
26-30	43	28.67				
31-35	49	32.67				
36-40	36	24.00				

Figure 1

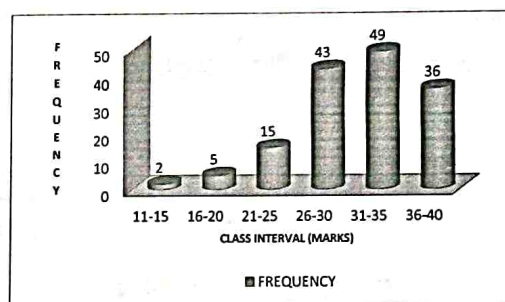


Figure 2

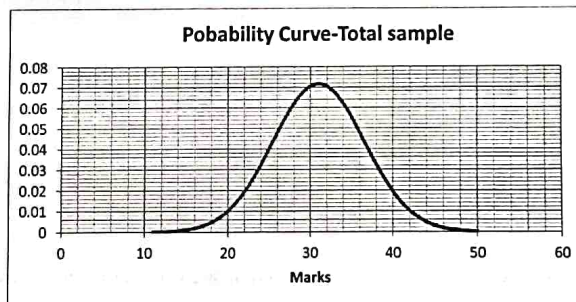


Table 1, figure 1 & figure 2 show that the mean value of the proficiency level of the students is 31. The total frequency which comes after the mean value class is 85, i.e. 50.67% of students have high proficiency in listening comprehension in English, which means that 43.33% have low proficiency. The standard deviation is 5.57. The skewness calculated is -0.73. The negative value indicates that the data are negatively skewed or skewed left. Moreover as the skewness is between -1 and $-\frac{1}{2}$ the distribution is moderately skewed. The kurtosis calculated was 3.29 which mean it is leptokurtic. Compared to a normal distribution, its central peak is higher and sharper, and its tails are longer and flattened.

Table 2

Analysis of Proficiency in Listening Comprehension in English-Girls

Class	Frequency	Percentage	Mean	SD (σ)	Skewness	Kurtosis
11-15	2	2.82	30.25	5.29	-0.97	4.55
16-20	1	1.41				
21-25	7	9.86				
26-30	23	32.39				
31-35	29	40.85				
36-40	9	12.67				

Figure 3

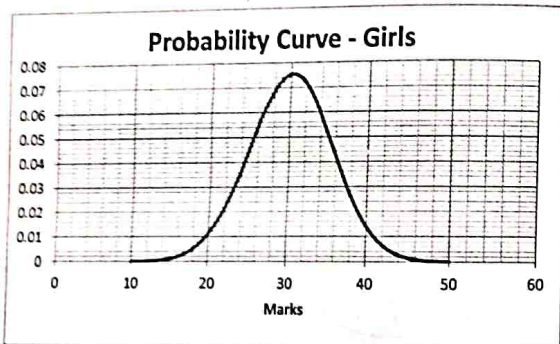


Table 2 shows that the average score of girls is 30.25. It is clear from the table that the number of girls who are above average is 38. It is evidently shown that among 71 samples 53.52% of students are proficient in listening comprehension in English. The standard deviation, skewness and kurtosis of girls are 5.29, -0.97 and 4.55 respectively. As the skewness

is negative the data are negatively skewed, meaning that the left tail is longer. The distribution is moderately skewed because the skewness falls between -1 and -0.5 . The distribution can be called leptokurtic as the kurtosis is greater than 3. That means that compared to the normal distribution its central peak is higher and sharper, and its tails are longer and flattened. (Figure 3)

From the above tables it is understood that the percentage of girls with high proficiency which is above the median class 12.7% whereas it is 34.18% for boys. The percentage of low proficiency below the median class in boys is 40.5%. Instead it is 46.5% in girls.

Table 3

Analysis of Proficiency in Listening Comprehension in English-Boys

Class	Frequency	Percentage	Mean	SD (σ)	Skewness	Kurtosis
11-15	0	0	31.67	5.80	-0.63	2.63
16-20	4	5.06				
21-25	8	10.12				
26-30	20	25.32				
31-35	20	25.32				
36-40	27	34.18				

Figure 4

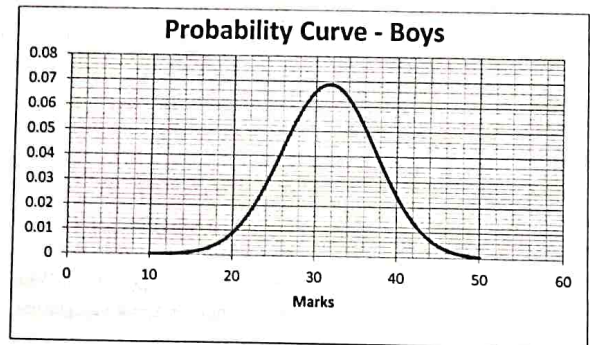


Table 3 shows that the average score of boys is 31.67. It is clear from the table that the number of boys who are above average is 47. It evidently shows that among 79 samples 59.49% of students are proficient in listening comprehension in English. The standard deviation, skewness and kurtosis of girls are 5.8, -0.63 and 2.63 respectively. As the skewness is negative the data are negatively skewed, meaning that the left tail

is longer. The distribution is moderately skewed because the skewness falls between -1 and -0.5. The distribution can be called platykurtic as the kurtosis is less than 3 which means that compared to a normal distribution, its central peak is lower and broader, and its tails are shorter and thinner. (Figure 4)

Table 4

BOYS			GIRLS			C.R	Level of Significance
N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
79	31.67	5.80	71	30.25	5.29	1.57	Not significant

It can be seen from Table 4, that the mean score of boys which is 31.67 is slightly higher than that of the girls which is 30.25. The critical ratio is 1.565 which is less than 1.96 at 5% significant level. So it can be concluded that the boys and girls do not differ significantly in their performance in listening comprehension in English.

CONCLUSION

From this study it is evident that 56.67% higher secondary students in Pathanamthitta district have high proficiency in listening comprehension. It was also found that the higher secondary boys and girls of Pathanamthitta district do not differ in their performance in listening comprehension in English.

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Self-Assertiveness : A Psychological Power in Women Teachers for Empowerment

•Dr. Mini John
••Dr. Nimmi Maria Oommen

ABSTRACT

Education is a powerful tool for human development. Humans become cultured and empowered through educational process. Teachers occupy a pivotal position in this process. It is a growing realization that assertiveness is an important source of power from which people particularly women, are believed to derive their capacity to influence others and thereby express their needs and rights. In the present study the investigators made an attempt to find out whether self-assertiveness acts as an initiating force of power for women teachers for the complete utilization of their competency.

INTRODUCTION

Education equips people to claim rights and realize their potential in social, cultural, economic and political arenas. It is the major tool to bring people out of poverty and darkness. Gender inequality in education

is extreme. Educating a girl child indeed educates the family and society. Women education is directly linked with the reduction of child and maternal mortality, improvement in early childhood care, enhancement of women's domestic and professional roles, and protection of women from various abuses and exploitation to a greater extent. Educating a girl child is the first step for empowerment.

Women's education in simple terms can be defined as 'providing provisions of all facilities and various opportunities to women for education'. Education is a potent tool in the emancipation and empowerment of women. It is education that provides awareness and conscientization in regard to social and civil rights and skills for securing profession and means of livelihood.

NEED AND SIGNIFICANCE OF THE STUDY

Empowerment of women is associated with women's struggle for justice and equality. One of the key factors for empowerment is to engage in a job or profession. Profession gives empowerment to personality and also in social, economic and cultural domains. In these respects teaching is considered as the noblest profession particularly for women to get empowered. Women teachers right from primary set up to higher education are well respected in society. Teachers mould the personality of students. Teachers with high intellectual, psychological and social qualities are powerful sources for empowerment.

Empowerment is a way of equipping one with the power to understand one's capabilities and capacities and overcome barriers to become strong in life. Assertiveness means to defend one's rights or options sometimes with unnecessary zeal, to thrust one forward. It also includes standing up for one's own privileges, without infringing upon the rights of others. An assertive person is able to initiate, continue, and successfully terminate conversations, say 'no' in certain circumstances, ask for favours or make requests and capable of expressing positive and negative feelings without hurting others. It is a growing realization that self-

assertiveness is an important source of power from which people especially women are believed to derive their capacity to influence others and thereby express their needs and rights. It is a fact that the individuals who are not assertive do not respond in everyday interactions and thus lacks in spontaneity. The question is whether self-assertiveness acts as an initiating force for women teachers for their empowerment. Empowerment in this context is nothing but strengthening of their innate vitality to make the right response. It is a series of internal strength and confidence to apply life skills in teaching, right to determine choices in academic and non-academic matters, ability to maintain emotional balance, organizational ability, ability to apply innovative methods of teaching, ability to act as scaffolder and facilitator etc.

Schools are now expected to perform the role of socializing and educating children according to multicultural globalised society. Medias and other agencies opine that a powerful woman is an important asset to society and a major resource of the country. The globalised new world offers new opportunities for young women whose abilities and enterprises now find an outlet in a growing economy. Since women constitute roughly one-half of the population of our country, particularly in the teaching field, an attempt is made to study whether self-assertiveness as a psychological power

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plays a major role in empowering women teachers.

OBJECTIVES OF THE STUDY

1. To find out the relationship between self-assertiveness and indicators of power in women teachers.
2. To find out the extent to which the indicators of power in assertive women teachers are interrelated.

HYPOTHESES

1. Self-assertiveness and power in women teachers are interrelated.
2. There exists significant relationship among the indicators of power and self-assertiveness in women teachers.

METHOD

Normative survey method was adopted for conducting this study.

SAMPLE

Random sampling technique was used for selection of the sample. The sample consisted of 80 women teachers drawn from six higher secondary schools of Kottayam district.

TOOLS USED

1. *Rathu's Assertiveness Scale* to measure the level of assertiveness. The scale comprised 32 statements which have to be rated on a four point scale.
2. *Power Indicator Scale (PIS)* prepared by the researchers to find out the indicators of power present in women teachers. It consists of six indicators of power as six different subscales. They are (1) ability to apply life skills in teaching, (2) ability to take decisions in academic and nonacademic matters, (3) ability to maintain emotional balance, (4) ability to act as scaffolder, (5) organizational ability, and (6) ability to apply innovative methods. The test-retest reliability was 0.7.

STATISTICAL TECHNIQUES USED

The data were analyzed using multivariate Pearson's correlation analysis. For all statistical evaluations, a two-tailed probability of value, < 0.05 was considered significant.

Table 1
Multivariate Pearson's Correlation Analysis Between Self Assertiveness and Teacher Power Scores

Parameters	Self Assertiveness	Life Skills	Decision Making	Emotional Balance	Scaffolding	Organizational Ability	Innovative Teaching	Teacher Power
Self Assertiveness	1							
Life Skills	0.413*	1						
Decision Making	0.616**	0.503**	1					
Emotional Balance	-0.123	0.166	0.273	1				
Scaffolding	0.615**	0.344*	0.668**	0.119	1			
Organizational Ability	0.314*	0.183	0.481*	0.221	0.378*	1		
Innovative Teaching	0.483*	0.026	-0.002	-0.193	0.404*	0.153	1	
Teacher Power	0.749**	0.412*	0.503**	-0.409*	0.647**	0.395*	0.318*	1

The table also shows that assertive women are more powerful to take decisions in academic and non-academic matters ($r = 0.616$; $P < 0.01$) and can act as effective scaffolders ($r = 0.615$; $P < 0.01$). Significant negative correlation seen between self-assertiveness and the indicator "maintenance of emotional balance in women teachers" reveals that assertiveness has nothing to do with emotional balance.

RESULTS AND DISCUSSION

From Table 1 it is seen that assertiveness and the indicators of power are related in a highly significant ($r = 0.749$; $P < 0.01$) and positive manner with almost all the indicators with one exception. (Maintaining emotional balance; $r = -0.123$; $P > 0.05$). It can be concluded that self assertiveness is a potential source from which women teachers derive power and it provides the ability, strength and courage for becoming a powerful competent teacher.

CONCLUSION

With the realization of one's potentialities, power and individual identity women will be empowered to better their overall position within and outside the school and develop their personality. A formal employment like teaching needs assertive people to gain success in the profession. Programmes to promote self-assertiveness in women teachers need to be encouraged so that they become more powerful. In the B.Ed curriculum itself provision should be given to develop assertiveness. Measures to test assertiveness

should also be included in the selection procedures of teachers. To conclude, self assertiveness is of high psychological value in the empowerment of women teachers.

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Conservative-Liberal Thinking Styles and Attainment of Process Skills in Physics of Higher Secondary School Students

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ABSTRACT

The present study is based on Sternberg's conceptualization on thinking styles in the Theory of Mental Self Government. Sternberg (1997) is of the opinion that thinking styles are the preferred ways of governing or managing our activities or it is our preferred way of processing information and using abilities. The present study considered influence of Conservative and Liberal thinking styles in leanings of thinking style dimension on Technical, Data processing and Integrated Process Skills in Physics of higher secondary school students. The liberal individuals like to go beyond existing rules and procedures, to maximize change and to seek situations that are somewhat ambiguous. The conservative individuals like to adhere to existing rules and procedures, minimize change, avoid ambiguous situations and will be happy in structured and relatively predictable

environment. Whether these characteristics influence attainment of science process skills are considered in this study. It was found that whether the student is conservative or liberal in thinking style does not affect their performance in data processing skills. In technical and integrated process skills, liberal thinking group students have shown comparatively better performance than conservative group.

INTRODUCTION

Thinking is the essential activity that differentiates man from the rest of the animal kingdom. The thought, thought process and the way of thinking of every individual are different. If a person tends to adopt almost similar strategies consistently across different tasks and settings, it can be considered as his style. The present study is based on Sternberg's conceptualization on thinking styles in the Theory of Mental Self Government. Sternberg (1997) is of the opinion that thinking styles are the preferred

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ways of governing or managing our activities or it is our preferred way of processing information and using abilities. It refers to what a person prefers to do and how they like to do it. According to him people with different styles like to use their abilities in different ways and so respond differently to the kinds of thinking required for different situations. The basic assumption of the theory is that people like societies govern themselves or their mental processes and establish mental system and organization for its governances. People need somehow to manage or govern their everyday activities. In managing their activities, people choose styles with which they are comfortable. Moreover people vary their thinking style depending upon the stylistic demands of a given situation. Sternberg identified thirteen thinking styles which fall along five dimensions as Functions, Form, Scope, Level and Leanings of Mental Self Government. Function refers to how mind copes with the world like government: the mind legislates and plans, implements and executes, judges and evaluates. Hence he identified three distinctive thinking styles in the functioning of mind as Legislative, Executive and Judicial. Form refers to the preferred ways of approaching and dealing with problems. The theory of mental self government specifies four forms - Monarchic Hierarchic, Oligarchic and Anarchic. Just as government functions at

multiple levels, for example federal state, country, city and so on, so do people. According to Sternberg there are two levels of Mental Self Government as Global and Local. The Scope of thinking style dimension consists of external and internal thinking styles. Like a government whose political orientation ranges from the most conservative to liberal, people orientation on their everyday tasks may vary accordingly. Learning encompasses liberal and conservative thinking styles. Style factors that intervene when we think and learn are the main concerns of this study.

NEED AND SIGNIFICANCE OF THE STUDY

Nowadays teaching of science is highly based on constructivist orientations. Classroom activities and laboratory experiences are found to be the most essential part of science instruction at schools. Learner experiences, interprets, constructs, acquires and uses the given experiences into their own knowledge. As a part of this, group activities, group learning, cooperative learning, collaborative methods are gaining attention and are practised commonly in today's class rooms. Are these methods equally beneficial and comfortable for all the students? Most often, in classrooms, activities and experiences given to the students are interpreted by them in their own ways. Consideration of the individual differences of students becomes

an unavoidable part of science instruction. Knowing more about these individual differences in perceptions may help the teachers to understand better about the effective transaction of the processes of science content learning and contribute to effective learning. An important outcome of science learning is the understanding and proficiency in the use of scientific processes in various academic and life situations. Science process outcomes include both mental and physical abilities known as scientific skills. Science process skills involve skills useful for various scientific purposes. The present study grouped thirteen science process skills suggested by AAAS (1938) into three categories as: 1. Technical skills which include, Observing, Classifying, Measuring, Using space time relations, Using number relations and Communicating skills, 2. Data Processing skills which include Interpreting, Inferring, Predicting, and Hypothesizing skills and 3. Integrated Process skills which include Controlling variables, Making operational definitions, and Experimenting skills.

As per the observations of Sternberg (1997), schools and other institutions may value certain ways of thinking more than others. Pupils whose thinking styles do not match with the institutions are usually penalized. These mismatches may affect attainment and attitudes of these students who are passing through the adolescence

period. Understanding the relationship between students' thinking styles and academic achievement may help teachers to adjust their expectations of students and modify instructional strategies accordingly. This may help students in assessing their academic success or failure from a wider perspective in terms of match versus mismatch between one's thinking styles and learning tasks and environment. So, the investigator considered the necessity of taking into account students thinking styles and their influence on attainment of science process skills. The Liberal individuals like to go beyond existing rules and procedures, to maximize change and to seek situations that are somewhat ambiguous. The Conservative individuals like to adhere to existing rules and procedures, minimize change, avoid ambiguous situations and will be happy in structured and relatively predictable environment. Whether these characteristics influence attainment of science process skills are considered in this study.

OBJECTIVES

1. To compare the attainment of Technical Process Skills in Physics of Conservative and Liberal thinking style higher secondary school students.
2. To compare the attainment of Data Processing Process Skills in Physics of Conservative and Liberal thinking style higher secondary school students.

3. To compare the attainment of Integrated Process Skills in Physics of Conservative and Liberal thinking style higher secondary school students.

HYPOTHESES

1. There is no significant difference in the attainment of Technical Process Skills in Physics of Conservative and Liberal Thinking Style Students.
2. There is no significant difference in the attainment of Data Processing Process Skills in Physics of Conservative and Liberal Thinking Style Students.
3. There is no significant difference in the attainment of Integrated Process Skills in Physics of Conservative and Liberal Thinking Style Students.

METHOD

Normative survey method was adopted for conducting the study.

SAMPLE

The study was conducted on a sample of 1320 higher secondary school

students of Kerala, from which 227 conservative and liberal students were identified. 227 higher secondary school students were used as the sample. Proportionate stratified random sampling was adopted giving due representation to gender, locale and type of management.

TOOLS USED

The tools used in the study are;

- 1) Thinking Styles Inventory (Lavanya & Kumar, 2013)
- 2) Test of Process Skills in Physics (Lavanya & Kumar, 2013)

STATISTICAL TECHNIQUES

Mean, standard deviation and test of significance of difference between means were used.

RESULTS AND DISCUSSION

Data and result of comparison of Conservative and Liberal thinking styles higher secondary school students on Technical, Data processing and Integrated Process Skills in Physics are given below:

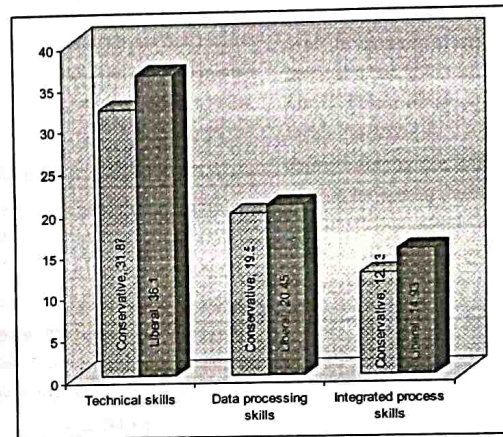
Table 1

Comparison of Group Mean Scores of Technical Process Skills, Data Processing Process Skills and Integrated Process skills for Conservative and Liberal Thinking Style Groups

Groups Compared	Conservative			Liberal			df	t value	sig
	M ₁	SD ₁	N ₁	M ₂	SD ₂	N ₂			
1 Technical Process Skills	31.87	9.602	141	36.10	7.299	86	225	3.520**	.01
2 Data Processing Process Skills	19.50	5.556	141	20.45	3.949	86	225	1.396	NS
3 Integrated Process Skills	12.13	5.301	141	14.93	4.115	86	225	4.192**	.01

** indicates p<0.01

From the results it was found that Conservative and Liberal Thinking style higher secondary school students differ significantly in terms of Technical and Integrated process skills in physics. But conservative and Liberal thinking style students do not show any significant difference in Data processing Process Skills in Physics. Moreover, Liberal thinking style students were found to perform better in Technical and Integrated Process skills in Physics. Graphical representation of their means scores are given below for comparison.



Graphical Representation of Mean Scores Obtained for Technical, Data Processing and Integrated Process skills in Physics of Conservative and Liberal Thinking Style Groups.

FINDINGS

1. Conservative and Liberal thinking style students significantly differ in their attainment of Technical Process Skills in Physics. It was found that Liberal thinking style group is significantly superior to Conservative thinking style in terms of Technical Process skills in physics.
2. Conservative and Liberal thinking style students do not show any significant difference in their attainment of Data Processing Process Skills in Physics.
3. Conservative and Liberal thinking style students significantly differ in their attainment of Integrated Process Skills. It was found that Liberal thinking style group is significantly superior to Conservative thinking style group in terms of Integrated process skills in physics.

CONCLUSION

Thinking styles were found to have influence on different outcomes of education (Zhang, 2009, Rebecca, 1997, Ng, 2004 and Verma & Monika, 2006). From this study it was found that whether the student is conservative or liberal in thinking style does not affect their performance in data processing skills. In technical and integrated process skills, liberal thinking group students have shown comparatively better performance than the conservative group. Even though these two process skills viz, technical and integrated process skills are considered as practised abilities, the application of these skills in the right and flexible way to new problem situations is considered to be important. Thus, liberal students who are more flexible and comfortable with ambiguous situations given in problems, may perform better than conservative students who stick on to the usual trained procedures. Conservative students may have a tendency to solve scientific problems in a way that he previously experienced. They will be reluctant to seek new ways of solving problems. This may be the reason for low

performance of high conservative student in different process skills. Science teachers need to take into account the difference between conservative and liberal groups while giving new learning experiences to the students. Exposure to more new and various learning experiences will make the conservative student deal with more ambiguous situation and perform better in science process skills.

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Emotional Intelligence and Academic Achievement of High School Students

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ABSTRACT

The present investigation is an attempt to study Emotional Intelligence and Academic Achievement of High School Students. Emotional intelligence deals with every aspect of human life which in turn determines the success of an individual. An emotionally intelligent person is not one who necessarily has resolved all conditions that aroused anxiety and hostility but is continuously in the process of seeing himself in clear perspective, continually involved in a struggle to gain healthy interactions of feeling, thinking and action. The tool used for this study was Emotional Intelligence scale by Anukool Hyde, Sanjay Pethe and Upinder Dhar. The marks secured by the students in the half yearly examination were taken for academic achievement. The study revealed a significant positive relationship between emotional intelligence and academic achievement of high school students.

INTRODUCTION

Mayer and Peter Salovey (1997) defined emotional intelligence as a social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and action. The major goal of education at any level is attainment of academic excellence. Students' emotional intelligence is an important factor which affects the achievement. Emotional intelligence can be developed even in adolescence and can prove beneficial to one's performance, physical and mental health and relationships. Children with high emotional intelligence are more confident, better learners, have higher self-esteem, have fewer behavioral problems and are more optimistic and happier.

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NEED AND SIGNIFICANCE OF THE STUDY

A student's emotional intelligence is an important factor which affects the achievement. Hence there is need to inculcate emotional intelligence. Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. School education is an important segment of the total education system contributing significantly to the individual as well as national development. The primary function of the school is to impart academic skills. Interdisciplinary research clearly indicates the importance of emotional intelligence in career success, personal well being and leadership to improve a student's achievement. The children of the present generation are more emotionally troubled than the past.

Students with well developed emotional skills are more likely to be well balanced and effective in their lives, mastering the habits of mind that foster their own productivity. Emotional intelligence of an individual can influence academic achievement. When emotional intelligence and academic achievement work together, surely the person can attain success. It can only be possible through one's potential of emotional intelligence and its proper development. This study is an effort on the part of the investigator to find out the relationship between emotional intelligence

and academic achievement of high school students.

OBJECTIVES

1. To find out the level of emotional intelligence and its dimensions among high school students.
2. To find out whether there is any significant difference between male and female high school students in emotional intelligence and its dimensions.
3. To find out whether there is any significant difference among high school students studying in Boys, Girls and Co- education schools in emotional intelligence and its dimensions.
4. To find out whether there is any significant difference among high school students studying in government, aided and unaided schools in emotional intelligence and its dimensions.
5. To find out whether there is any significant relationship between emotional intelligence and its dimensions and academic achievement of high school students.

HYPOTHESES

1. There is no significant difference between male and female high school students in their emotional intelligence and its dimensions.
2. There is no significant difference among high school students studying in Boys,

Girls and Co- education schools in their emotional intelligence and its dimensions.

3. There is no significant difference among high school students studying in government, aided and unaided schools in their emotional intelligence and its dimensions.
4. There is no significant relationship between emotional intelligence and its dimensions and academic achievement of high school students.

METHOD

Method adopted for the present study was survey method.

TOOLS

The tool used for the study was Emotional Intelligence scale by Anukool Hyde, Sanjot Pethe and Upinder Dhar (2002). As a measure of academic achievement marks secured by the students in the half yearly examination were taken.

POPULATION AND SAMPLE

The population of the present study consisted of students studying in standard IX and X of Kanyakumari and Tirunelveli districts. The sample consisted of 900 IX and X standard students of Kanyakumari and Tirunelveli districts.

RESULTS AND DISCUSSION

Table 1
Level of Emotional Intelligence and its Dimensions

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Self awareness	144	16.0	649	72.1	107	11.9
Empathy	121	13.4	655	72.8	124	13.8
Self-motivation	110	12.2	669	74.3	121	13.4
Emotional stability	169	18.8	569	63.2	162	18.0
Managing relations	150	16.7	631	70.1	119	13.2
Integrity	172	19.1	556	61.8	172	19.1
Self development	160	17.8	549	61.0	191	21.2
Value orientation	69	7.7	827	91.9	4	0.4
Commitment	123	13.7	680	75.6	97	10.8
Altruistic behaviour	79	8.8	695	77.2	126	14.0
Emotional Intelligence	152	16.9	611	67.9	137	15.2

It is inferred from the above table that the level of Emotional Intelligence and its dimensions is moderate.

HYPOTHESIS 1

There is no significant difference between male and female high school students in their emotional intelligence and its dimensions.

Table 2

Difference Between Male and Female High School Students in Emotional Intelligence and its Dimensions

Dimensions	Male N=434		Female N=466		't' value	P value
	Mean	SD	Mean	SD		
	Self awareness	15.35	2.972	15.13		
Empathy	18.28	4.776	17.11	3.488	4.153	0.000
Self-motivation	22.15	5.332	22.07	3.508	0.253	0.800
Emotional stability	14.71	3.329	14.18	3.313	2.400	0.017
Managing relations	15.69	3.000	14.82	2.837	4.504	0.000
Integrity	11.51	2.359	11.38	2.323	0.814	0.416
Self development	7.12	1.755	7.14	1.855	0.166	0.868
Value orientation	7.42	4.091	7.10	2.025	1.504	0.133
Commitment	7.39	1.748	7.49	1.672	0.874	0.382
Altruistic behaviour	7.62	3.132	7.00	2.052	3.472	0.001
Emotional Intelligence	127.24	17.366	123.42	14.558	3.568	0.000

It is inferred from the above table that there is significant difference between male and female high school students in emotional intelligence and its dimensions empathy, emotional stability, managing relations, altruistic behaviour. But there is no significant difference between the male and female high school students in the dimensions self awareness, self motivation, integrity, self development, value orientation and commitment.

From the mean value, it is inferred that the male high school students have higher value (127.24, 7.62, 15.69, 14.71, 18.28) for emotional intelligence and its

dimensions empathy, emotional stability, managing relations and altruistic behaviour than female high school students (123.42, 17.11, 14.18, 14.82, 7.00).

HYPOTHESIS 2

There is no significant difference among high school students studying in Boys, Girls and Co- education schools in their emotional intelligence and its dimensions.

Table 3

Difference Among High School Students Studying in Boys, Girls and Co- Education Schools in Emotional Intelligence and its Dimensions

Dimension	Sum of Squares		Mean Square Variance		Calculated F-value	p-value	Remark
	Between	Within	Between	Within			
Self awareness	11.085	7511.075	5.543	8.474	0.662	0.516	NS
Empathy	1134.705	14705.255	567.352	16.394	34.608	0.000	S
Self motivation	9.110	18025.000	4.555	20.095	0.227	0.797	NS
Emotional stability	88.068	9877.322	44.034	11.012	3.999	0.019	S
Managing relations	421.452	7390.187	210.726	8.239	25.577	0.000	S
Integrity	26.610	4897.500	13.305	5.460	2.437	0.088	NS
Self Development	4.329	2930.483	2.165	3.267	0.663	0.516	NS
Value orientation	96.557	9080.175	48.278	10.123	4.769	0.009	S
Commitment	0.699	2625.180	0.350	2.927	0.119	0.887	NS
Altruistic behaviour	73.008	6217.187	36.504	6.931	5.267	0.005	S
Emotional intelligence	7452.609	224961.030	3726.305	250.793	14.858	0.000	S

It is inferred from the above table that there is significant difference among high school students studying in Boys, Girls and Co-education schools in their emotional intelligence and its dimensions empathy, emotional stability, managing relations, value orientation and altruistic behaviour.

HYPOTHESIS 3

There is no significant difference among high school students studying in government, aided and unaided schools in their emotional intelligence and its dimensions.



Table 4
Difference Among High School Students Studying in Government, Aided and Unaided Schools in Emotional Intelligence and its Dimensions

Dimension	Sum of Squares		Mean Square Variance		Calculated F-value	P-value	Remark
	Between	Within	Between	Within			
Self awareness	74.603	7447.557	37.302	8.303	4.493	0.011	S
Empathy	409.622	15430.338	204.811	17.202	11.906	0.000	S
Self motivation	59.200	17974.910	29.600	20.039	1.477	0.229	NS
Emotional stability	28.489	6036.981	14.204	11.078	1.282	0.278	NS
Managing relations	22.255	7789.384	11.127	8.684	1.281	0.278	NS
Integrity	70.170	4853.940	35.085	5.411	6.484	0.002	S
Self Development	8.459	2926.354	4.229	3.262	1.296	0.274	NS
Value orientation	27.522	9149.210	13.761	10.200	1.349	0.260	NS
Commitment	24.813	2601.065	12.407	2.900	4.279	0.014	S
Altruistic behaviour	29.376	6260.820	14.688	6.980	2.104	0.123	NS
Emotional intelligence	1135.148	231278.441	567.599	257.835	2.201	0.111	NS

It is inferred from the above table that there is no significant difference among the students in government, aided and unaided high schools in their emotional intelligence. But there is significant difference among high school students studying in government, aided and unaided high schools in the dimensions self-

awareness, empathy, integrity and commitment.

HYPOTHESIS 4

There is no significant relationship between emotional intelligence and its dimensions and academic achievement of high school students.

Table 5
Relationship Between Emotional Intelligence and its Dimensions and Academic Achievement of High School Students.

Dimensions	Self Awareness	Empathy	Self Motivation	Emotional Stability	Managing Relation	Integrity	Self Development	Value Orientation	Commitment	Altruistic Behaviour	E-I Total
r	0.050	0.139**	0.068*	0.069*	0.172**	0.029	0.065	0.058	0.003	0.104**	0.150**

*Significant at 0.05 level **Significant at 0.01 level

It is inferred from the above table that there is significant positive relationship between academic achievement and emotional intelligence in total and its dimensions. The correlation may be described as negligible.

FINDINGS

The level of emotional intelligence and its dimensions of high school students are moderate.

Significant difference is revealed between male and female high school students in emotional intelligence and its dimensions empathy, emotional stability, managing relations and altruistic behaviour.

Significant difference is revealed among high school students studying in Boys, Girls and Co-education schools in emotional intelligence and its dimensions empathy, emotional stability, managing relations, value orientations and altruistic behaviour.

There was no significant difference among high school students studying in government, aided and unaided high schools in their emotional intelligence.

Emotional intelligence and academic achievement are positively and significantly correlated with each other.

CONCLUSION

Emotional Intelligence is the prime factor that greatly influences the character, action and academic achievement of students. It can lead students to success and

accomplishments both in their academic and personal life. The study revealed a significant positive relationship between emotional intelligence and academic achievement. However in the present study the level of emotional intelligence of high school students was moderate. So effective guidance programmes should be provided to the students for increasing the level of emotional intelligence. This will help the students to play their role effectively in all academic activities.

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Perception Towards Information and Communication Technology Among The High School Teachers

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ABSTRACT

Information and Communication Technology is the best hope for developing countries to accelerate their development process. It is the most powerful engine of growth. The major objective of the study was to find out the level of Perception towards Information and Communication Technology among the high schoolteachers. The investigator has employed the 'survey method' for this study. The investigator selected the questionnaire as the tool for data collection. In this study, all the teachers teaching in high school level at various schools irrespective of the nature of management and other criteria but located in Tuticorin district, Tamil Nadu were taken as the population for the study. For this study a sample of 250 teachers were selected using random sampling technique. The findings of the study are: There is no significant difference (a) in the Perception towards Information and Communications Technology of male and female, (b) Arts and Science subject High School Teachers in

their Perception towards Information and Communications Technology of high school teachers from (a) Boys, Girls and co education schools, (b) Government aided and self financing schools.

INTRODUCTION

UNESCO considered Information and Communication Technology (ICT) as "Scientific Technological and Engineering disciplines and the management techniques used in information handling and processing, their application, computers and their interaction with men and machines, and associated social, economical and cultural matters". The advancements taking place in science and technology, especially Information and Communication Technology (ICT) have already started creating considerable impact on the instructional situation (Hemalatha Talesra et al., 2005). Preparation of teachers for this changing trend and thereby to retain their identity is a serious concern today. A teacher is required to implement his/her plan of action towards the learners in a classroom

situation and use proper instructional strategy employing suitable newer technologies and methodologies using learner-centered practices (Mishra & Sharma, 2005).

Continuous updating of content knowledge alone may not be sufficient for teacher effectiveness. Coping with changing trends in terms of exploiting the technological development to formulate new strategies for instructional delivery alone would ensure learner satisfaction. This meticulous attempt by the teacher creates his professional identity (Singh & Sudharashan, 1996). Hence, computer knowledge for a teacher is inevitable to impart proper training and guidance to the student at each level. The degree of computer education may vary but cannot be neglected at any level to meet the present and future requirements (Thiyagu & Arul sekar, 2007). A computer literate teacher is a boon to the student in the true sense. To maintain standard or quality in education, one should make use of computer technology in teaching-learning process. The application of ICT for teaching and learning in real classroom depends very much on the ICT skills that the teacher possesses. Hence, the present study has been undertaken to assess the perception of high school teachers towards Information and Communication Technology in Tuticorin district.

OBJECTIVES OF THE STUDY

1. To find out whether there exists any significant difference between male and female High Schoolteachers in their Perception towards Information and Communication Technology and its dimensions.
2. To find out whether there exists any significant difference between Arts and Science Subject High Schoolteachers in their Perception towards Information and Communication Technology and its dimensions.
3. To find out whether there exists any significant difference among Boys, Girls and Co-education High Schoolteachers in their Perception towards Information and Communication Technology and its dimensions.
4. To find out whether there exists any significant difference among Government, Aided and Self-Financing High School Teachers in their Perception towards Information and Communication Technology and its dimensions.
5. To find out whether there exists any significant association between level of Perception towards the Information and Communication Technology among High Schoolteachers and their family income.

HYPOTHESES

The hypotheses of the present study were formulated as follows:

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1. There is no significant difference between male and female High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

2. There is no significant difference between Arts and Science Subject High School Teachers in their Perception towards Information and Communications Technology and its dimensions.

3. There is no significant difference among Boys, Girls and Co-education High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

4. There is no significant difference among Government, Aided and Self-Financing High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

5. There is no significant association between level of Perception towards the Information and Communications Technology among High School Teachers and their family income.

METHOD

In the present study, the investigator has employed the 'survey method'.

TOOLS USED

In the present study investigator used 'Perception towards Information and Communication technology scale' as the tool. The reliability of the scale has been calculated by using person's product-moment correlation coefficient formula. The value obtained was 0.87.

POPULATION AND SAMPLE

In this study, all the teachers teaching at high school level in various schools irrespective of the nature of management and other criteria but located in Tuticorin district, Tamil Nadu were taken as the population for the study. For this study, a sample of 250 high school teachers was collected using random sampling technique.

STATISTICAL TECHNIQUES

The following statistical techniques were used in the study: Percentage Analysis, Arithmetic Mean, Standard Deviation, 't' test, Chi-square; and ANOVA.

RESULT AND DISCUSSION

Table 1

Level of Perception Towards the Information and Communication Technology Among High School Teachers

Information and Communication Technology and its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Computer Anxiety	40	16.0	167	66.8	43	17.2
E-mail	36	14.4	177	70.8	37	14.8
Negative Impact - Society	39	15.6	152	60.8	59	23.6
Perception of Computer	54	21.6	156	62.4	40	16.0
World Wide Web	40	16.0	169	67.6	41	16.4
In Total	25	10.0	173	69.2	52	20.8

It is inferred from the above table that 16.0% of High Schoolteachers have low, 66.8% of them have moderate and 17.2% of them have high level of Computer Anxiety. It is inferred from the above table that 14.4% of High Schoolteachers have low, 70.8% of them have moderate and 14.8% of them have high level of E-mail. It is inferred from the above table that 15.6% of High Schoolteachers have low, 60.8% of them have moderate and 23.6% of them have high level of Negative Impact of Society. It is inferred from the above table that 21.6% of High Schoolteachers have low, 62.4% of them have moderate and 16.0% of them have high level of Perception of Computer. It is inferred from the above table that 16.0% of High Schoolteachers have low, 67.6% of them have moderate and

16.4% of them have high level of World Wide Web. It is inferred from the above table that 10.0% of High Schoolteachers have low, 69.2% of them have moderate and 20.8% of them have high level of Perception towards Information and Communications Technology in total.



Table 2

Difference Between Male and Female High School Teachers in Their Perception Towards Information and Communication Technology

Information and Communication Technology and its Dimensions	Male (N=120)		Female (N=130)		Calculated Value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Computer Anxiety	6.05	1.37	5.88	1.60	0.87	NS
E-mail	6.21	1.91	6.33	1.88		
Negative Impact - Society	6.22	1.72	6.14	1.77	0.50	NS
Perception of Computer	6.04	1.88	6.05	2.09	0.35	NS
World Wide Web	6.00	1.86	6.24	1.94	0.01	NS
In Total	30.41	6.92	30.75	7.46	0.98	NS
					0.37	NS

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

It is inferred from the above table that there is no significant difference between the male and female High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

Table 3

Difference Between Arts and Science Subject High School Teachers in Their Perception Towards Information and Communication Technology

Information and Communication Technology and its Dimensions	Arts (N=120)		Science(N=130)		Calculated Value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Computer Anxiety	5.84	1.42	6.08	1.55	1.24	NS
E-mail	6.16	1.84	6.38	1.94	0.90	NS
Negative Impact - Society	6.09	1.66	6.25	1.82	0.73	NS
Perception of Computer	5.89	1.87	6.18	2.09	1.16	NS
World Wide Web	6.02	1.79	6.22	2.00	0.78	NS
In Total	30.12	6.67	31.01	7.65	0.96	NS

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

It is inferred from the above table that there is no significant difference between arts and science subject High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

Table 4

Difference Among Boys, Girls and Co-education High School Teachers in Their Perception Towards Information and Communication Technology

Information and Communication Technology and its Dimensions	Sources of variation	Sum of squares	Mean Square variation	Calculated value of 'F'	Remarks at 5% level
Computer Anxiety	Between	23.492	11.746	5.44	S
	Within	533.184	2.159		
E-mail	Between	105.140	52.570	16.38	S
	Within	792.364	3.208		
Negative Impact of Society	Between	101.976	50.988	19.07	S
	Within	660.280	2.673		
Perception of Computer	Between	95.140	47.570	12.12	S
	Within	895.376	3.625		
World Wide Web	Between	114.813	57.406	17.94	S
	Within	790.343	3.200		
In Total	Between	1936.804	968.402	21.80	S
	Within	10969.932	44.413		

(At 5% level of significance for 2,247 df the table value of 'F' is 3.04)

It is inferred from the above table that there is significant difference among Boys, Girls and Co-education High Schoolteachers in their Perception towards Information and Communications Technology and its dimensions.

Table 5

Difference Among Government, Aided and Self-financing High School Teachers in Their Perception Towards Information and Communication Technology

Information and Communication Technology and its Dimensions	Sources of variation	Sum of squares	Mean Square variation	Calculated value of 'F'	Remarks at 5% level
Computer Anxiety	Between	33.645	16.823	7.94	S
	Within	523.031	2.118		
E-mail	Between	74.916	37.458	11.24	S
	Within	822.588	3.330		
Negative Impact of Society	Between	26.580	13.290	4.46	S
	Within	735.676	2.978		
Perception of Computer	Between	90.437	45.218	12.40	S
	Within	900.079	3.644		
World Wide Web	Between	69.850	34.925	10.32	S
	Within	835.306	3.382		
In Total	Between	1002.423	501.211	10.40	S
	Within	11904.313	48.196		

Table 6
Association Between the Level of Perception Towards Information and Communication Technology of High School Teachers and Their Family Income

Information and Communication Technology and its Dimensions	df	Calculated χ^2 value	Remarks at 5% level
Computer Anxiety	6	18.99	S
E-mail		22.30	
Negative Impact of Society		23.15	
Perception of Computer		28.65	
World Wide Web		18.13	
In Total		19.011	

(At 5% level of significance for 6 df, the table of χ^2 is 12.592)

It is inferred from the above table that there is significant association between the level of Perception towards the Information and Communications Technology among high schoolteachers and their family income.

CONCLUSION

Computers have become indispensable in any educational system today and they are influencing the education system in all aspects. The use of computers in the field of education is increasing day by day (Rachna Rathore. 2008). It makes teaching-learning process more enjoyable. They can be used for different modes of instruction like drill and practice; It can be used to give practice in certain basic skills (Vanaja. M and S. Rajasekar. 2006). Computers can also be used for evaluation procedures. It can be used for publishing results. Multi-media presentations could be

presented while teaching, annual day celebrations etc, It can be used in planning, curriculum revision. It can also be used for monitoring and scheduling teaching resources, providing a complete student and staff profile which could assist in career guidance (Keegan, Desmond. 2002). Hence, in this way computers can be profitably used in classroom teaching to make the teaching-learning process more effective. For that the teachers should have knowledge of the fundamental operations of a computer and widely used application software (Morice, Jenny. 2002). In this study an attempt has been made to find out the level of Computer Knowledge and Skills among the higher secondary school teachers and it was found to be very low due to poor computer facilities and lack of proper training . It is recommended in the study that the government should give more funds for the

establishment of computer labs and special in-service training classes have to be conducted to give hands-on training in operating computers and other widely used application softwares to the teachers.

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Pro Social Behaviour of Adolescents in Kanyakumari District

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ABSTRACT

The present investigation is an attempt to study the pro social behaviour in adolescents. The major objective of the study was to find out the significant difference if any in pro social behaviour and its dimensions with respect to the background variables. The normative survey method was employed in this study. The findings of the study revealed that adolescents in Kanyakumari district have moderate level of prosocial behaviour. It was found that male adolescents have lower level of pro social behaviour compared to their counterparts. Adolescents belonging to FC possess higher level of pro social behaviour than the BC and SC/ST adolescents and Government school adolescents exhibits lower pro social behaviour.

INTRODUCTION

Adolescents form two-third of our population. The term *prosocial behaviour* means positive actions that benefit others, prompted by empathy, moral values, and a

sense of personal responsibility rather than a desire for personal gain. Saying a kind word to a friend, acknowledging other people's feeling, sharing books and others materials, defending a victim of bullying – these are just a few of the pro social behaviour that can enhance adolescents' social and academic lives. Pro social behaviour in adolescents occurs when someone acts to help another person, particularly when they have no goal other than to help a fellow human. Research on adolescent development suggests that one of the most effective ways in which schools can encourage prosocial behaviour is through schoolwide programmes designed to teach and model social skills.

NEED AND SIGNIFICANCE OF THE STUDY

Pro social behaviour in adolescents is characterized by a concern about the rights, feelings and welfare of other people. Neglecting the need of initiating pro sociability will eventually lead to the emergence of younger generation completely depleted of such pro social

values. Hence the cultivation of pro social behaviour among adolescents is very essential and inevitable.

Various factors like social, family, economic backgrounds can affect the pro social behaviour of adolescents. But it is possible to enhance pro social behaviour in them by using intervention programmes like adult modeling, family intervention programmes, co-operative games and social skill instruction. To overrule the possibility that highly adjusted children are both pro social and elicit positive reactions from teachers, intervention studies are essential.

Research on the development and correlates of pro social behaviours has been an active field of study for the last three decades (Eisenberg and Fabes, 1998). Pro social behaviour is related to citizenship and civic engagement (Eisenberg and Fabes and Spinrad, 2006). Pro social behaviour is of great relevance for the assessment of adolescent behaviour because high or low rate of pro social behaviour can pose the risk development of behavioural development in adolescents. By reviewing the related studies, it is observed that only limited studies have been conducted in India in this area.

Promoting pro social behaviour is not yet a priority of national public policies. During the last decades, probably due to the urgency to protect societal life, much more attention has been given to programmes aimed at eliminating different kinds of anti-social and deviant behaviour. The aim of

the present study is to investigate the possible links between theoretical models and intervention strategies aimed to promote pro social behaviour among adolescents.

The investigator with the experience of working with adolescents found that new generation is lacking pro social behaviour. Considering these facts and since this is a least explored area of educational research an attempt is made by the investigator to study the pro social behaviour of adolescents.

OBJECTIVES

- i) To study the level of pro social behaviour of adolescents.
- ii) To compare the pro social behaviour of adolescents based on the background variables namely,
 - i) Gender (Male / female)
 - ii) Locale of school (Rural/ urban)
 - iii) Class of study (Middle school / high school/ higher secondary)
 - iv) Type of school (Boys/Girls/Co education)
 - v) Type of management (Government/Aided/self financing)

HYPOTHESIS

- 1: There exists no significant difference in the mean scores of pro social behaviour of adolescents with respect to
 - i) Gender
 - ii) Locale of school
 - iii) Class of study
 - iv) Type of school
 - v) Type of management

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METHOD

Normative survey method was used for conducting the study.

TOOL USED

Pro social behaviour rating scale (PSBRS) constructed and validated by the investigator (Sreelekshmi & Sreelatha, 2012).

SAMPLE

The study was conducted on a sample of 400 adolescent students studying in vii to xii standards. The students selected

for the investigation differed in terms of gender, age, community, type of school, location of school, type of management, etc.

STATISTICAL TECHNIQUES

For the present study the following statistical techniques were used.

- a. Percentage
- b. Arithmetic Mean
- c. Standard Deviation
- d. t test
- e. ANOVA followed by Scheffee's procedure

RESULTS AND DISCUSSION

Table 1
Percentage Wise Distribution of Different Levels of Pro Social Behaviour of Adolescents

Domain	Levels	Count	Percent
Altruistic	Low	72	18.00
	Medium	263	65.75
	High	65	16.25
Compliant	Low	63	15.75
	Medium	250	62.50
	High	87	21.75
Public	Low	63	15.75
	Medium	253	63.25
	High	84	21.00
Emotional	Low	64	16.00
	Medium	246	61.50
	High	90	22.50
Total	Low	69	17.25
	Medium	268	67.00
	High	63	15.75

From table 1, it is clear that majority of adolescent students in Kanyakumari district possess moderate level of pro social behaviour. Regarding the dimensions of pro social

behaviour namely Altruistic, Compliant, adolescents possess moderate level. Public and Emotional, nearly 65% of

Table 2
Gender Wise Comparison of Pro Social Behaviour of Adolescents

Age	N	Mean	S.D	t-value	P-value	Level of significance
Male	175	53.14	9.94	4.39	0.000	0.01
Female	225	57.38	9.12			

From the table it is clear that the calculated t value (t=4.39, P 0.01) is significant at 0.01 level. Hence the null hypothesis, "There exists no significant difference in the mean scores of pro social behaviour of male and female adolescents" is rejected. Significant difference is noted between pro social behaviour of male and female adolescents. The mean values showed that female adolescents possess more pro social behaviour skills compared to their counterparts.

Table 3
Locale Wise Comparison of Pro Social Behaviour Adolescents

Locale of school	Mean	S.D	N	t	P	Level of significance
Rural	54.83	10.65	155	1.10	0.270	NS
Urban	55.97	9.05	245			

From the table it is clear that the calculated t value (t=1.10; P > 0.05) is not significant at any level. Therefore the null hypothesis "There exists no significant difference in the mean scores of pro social behaviour of adolescents based on their locality" is accepted. No Significant difference was noted in the pro social behaviour of adolescents based on their locale ie. Pro social behaviour of adolescents does not statistically differ with their locale.

Table 4
Class Wise Comparison of Pro Social Behaviour of Adolescents

Class	Mean	S.D	Source	Sum of square	df	Mean square	F	P	Level of significance
Middle school	54.74	8.15	Between group	30.89	2	15.44	0.16	0.849	NS
High school	55.32	7.05	Within group	37534.81	397	94.55			
Higher secondary	55.65	10.2	Total	37565.70	399				

From table 4, it is clear that the calculated F-value (F=0.16; $p > 0.55$) is not significant at any level. Therefore the null hypothesis, "There is no significant difference in the mean scores of pro social behaviour of adolescents based on their class

of study" is accepted. No Significant difference was noted in the pro social behaviour adolescents based on their class of study. ie. Pro social behaviour of adolescents does not statistically differ with their class of study.

Table 5
Comparison of Pro Social Behaviour Based on Type of School

Type of school	Mean	S.D	Source	Sum of square	df	Mean square	F	P	Level of significance
Boys	52.06	9.79	Between group	2222.6	2	1111.31	12.48	0.000	0.01
Girls	56.58	9.31	Within group	35343.1	397	89.03			
Co-education	57.68	9.23	Total	37565.7	399				

From table 5, it is clear that the calculated F- value (F=12.48; $P 0.01$) is significant at 0.01 level. Therefore the null hypothesis "There is no significant difference in the mean scores of pro social behaviour of adolescents based on their type of school" is rejected. significant difference

was noted in the mean scores of pro social behaviour of adolescents. The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffee multiple comparison is used for further analysis.

Table 6
Result of Schffee Procedure of the Three Groups

Type of school	Mean	S.D	N	Pair	Scheffee's P	Level of significance
Boys (A)	52.06	9.79	123	Avs B	0.000	0.01
Girls (B)	56.58	9.31	153	B vs C	0.628	NS
Co-education	57.68	9.23	124	A vs C	0.000	0.01

Comparisons show that there exists significant difference between adolescents studying in boys school and girls school, and boys and co-education school in their pro social behaviour. The other pair of

adolescents who are in girls and co-education schools do not differ in their pro social behaviour. So it can be concluded that Type of schools influences the pro social behaviour of adolescents.

Table 7
Type of Management Wise Comparison of Pro Social Behaviour of Adolescents

Type of management	Mean	S.D	Source	Sum of squares	df	Mean square	F	P	Level of significance
Govt	52.59	9.35	Between group	1735.31	2	877.65	9.73	0.00	0.01
Aided	57.03	9.04	Within group	35810.4	397	90.20			
Unaided	57.00	10.54	Total	37565.7	399				

The calculated F-value (F=9.73; $P 0.01$) is significant at 0.01 level. Hence the null hypothesis "there exists no significant difference in the mean scores of pro social behavior of adolescents based on their type of management" is rejected. It shows that there exists significant difference

in the mean scores of pro social behaviour of adolescents based on their type of management. The result does not help to identify exactly the pairs of groups which differ significantly. Hence Scheffee Multiple Comparison is used for further analysis.

Table 8
Result of Scheffee Procedure For the Type of Management.

Type of management	Mean	S.D	N	Pair	Scheffee's P	Level of significance
Government (A)	52.59	9.35	135	A vs. B	0.000	Significant at 0.01 level
Aided (B)	57.03	9.04	176	B vs. C	1.000	NS
Unaided (C)	57	10.54	89	A vs. C	0.03	Significant at 0.01 level

The results shows that there exists significant difference between adolescents belonging to Government and aided schools and Government and unaided schools in their pro social behaviour. The other pair of adolescents belonging to aided and unaided schools do not differ in their pro social behaviour. Hence, Type of management of the school influences the pro social behaviour of adolescents.

CONCLUSION

The study revealed that a considerable proportion of the adolescents have moderate level of pro social behaviour. Gender, type of school, and type of management have influence on the pro social behaviour of adolescents. Female adolescents have better prosocial behaviour compared to male adolescents. Class of study and locale of school have no influence on the pro social behaviour of adolescents.

The study revealed that pro social behaviour of adolescents in Kanyakumari district is moderate. Hence, measures should be taken to improve the pro social behaviour of adolescents. For that group work, co-operative learning strategies and value education programme should be organized in the schools. The teacher should be the model to the students. In the home also, parents can create an environment for improving the pro social behaviour.

Government school adolescents exhibit lower pro social behaviour. Measures should be taken to improve the pro social behaviour of Government school adolescents by using consistent positive disciplinary practices that include clear expectations, discussions, and modelling. Parents, teachers, peers, community etc. should join hands together to provide a favourable climate for pro social behaviour of adolescents. Encouraging cooperative behavior by assigning academic tasks in the classroom to pairs or small groups of students may promote the students' ability to work together towards common goals.

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Intelligence and Achievement Motivation as Correlates of Achievement in Mathematics Among Higher Secondary Students

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ABSTRACT

Intelligence is a strong determinant of achievement in Mathematics. High achievement motivation and active engagement in learning have consistently been linked to reduce failure rates and increase levels of students' achievement in Mathematics. Development of achievement motivation in students is an important goal for their active learning and for achievement in Mathematics. Hence the present study investigated the relationship among Intelligence, Achievement Motivation and achievement in Mathematics. The sample for the study consisted of 400 Higher Secondary Students in Kanyakumari District. Results show that positive moderate correlation existed among intelligence, achievement motivation and achievement in Mathematics.

INTRODUCTION

In the present era, greater emphasis is being placed on industrial and

technological development. As a result students are being encouraged to take up science-related subjects. One of the subjects that cuts across all the sciences is Mathematics. Since Mathematics is the queen of all subjects, it has been directly and indirectly influencing every aspect of life of the students. Today, mathematical knowledge pervades literally every field of human endeavour and plays a fundamental role in economic development of a country. In our march towards scientific and technological advancement, we need good performance in Mathematics at all levels of schooling. The higher secondary level is crucial period of students' life. This period emphasizes students' abstract thinking, logical reasoning, competition, social comparison, and ability for self-assessment.

SIGNIFICANCE OF THE STUDY

Unfortunately most of the students show poor performance in Mathematics at the end of higher secondary education. The

poor performance of students in Mathematics is due to lack of interest, poor intelligence, lack of motivation, poor study habits and ineffective method of teaching. In an effort to improve students' performance in Mathematics educational psychologists and Mathematics educators have continued to search for variables and found that Intelligence and Achievement motivation have strong impact on Achievement in Mathematics.

Intelligence means intellectual ability of an individual to solve problems and take wise decisions. According to Wechsler (1944), "intelligence is the aggregate or global capacity of an individual, to think rationally, to act purposefully and to deal effectively". Blackwell, et al. (2007), found that intelligence became a significant predictor of Mathematics achievement. Intelligence plays a major role in determining not only achievement in Mathematics but achievement motivation also.

The need for achievement commonly known as achievement motivation is the striving force to increase or keep as high as possible one's own capability in all the activities in which standard of excellence is taught to apply and where the execution of such activities can succeed to or fail. People differ in their motivation to achieve. Singh (2011) found that there existed significant positive high

correlation between Achievement Motivation and Academic Achievement of Students. Tella, (2007) found that Achievement motivation was the important factor influencing students' achievement in Mathematics. According to Aire and Tella (2003), subjects who refer to achievement goals are often rated high in achievement motivation; those who rarely or never refer to achievement goals are rated low. Achievement motivation is always positively correlated with academic achievement. Schiefele (1995) showed that achievement motivation was a strong predictor of achievement in Mathematics.

OBJECTIVES

- i. To study if there is any significant difference in the mean scores of intelligence of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- ii. To study if there is any significant difference in the mean scores of achievement motivation of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- iii. To study if there is any significant difference in the mean scores of achievement in Mathematics of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- iv. To study the correlation between a) intelligence and achievement motivation,

b) achievement motivation and achievement in Mathematics, c) intelligence and achievement in Mathematics of higher secondary students.

HYPOTHESES

- i. There exists no significant difference in the mean scores of intelligence of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- ii. There exists no significant difference in the mean scores of achievement motivation of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- iii. There exists no significant difference in the mean scores of achievement in Mathematics of higher secondary students on the basis of a) Gender, b) Locale, and c) Type of school.
- iv. There exists no significant correlation between a) intelligence and achievement motivation, b) achievement motivation and achievement in Mathematics, c) intelligence and achievement in Mathematics.

METHOD

This research is a descriptive study. The investigator therefore examined the correlation of intelligence and achievement motivation (independent variables) on higher secondary school students' achievement in Mathematics (dependent variable) using Normative Survey method.

SAMPLE

The target population for the study comprised all plus one students studying in various higher secondary schools of Kanyakumari district who opted Mathematics as one of the subjects of their study, prescribed by Tamilnadu State Board syllabus. Sample for the study consisted of 400 higher secondary school plus one Mathematics group students drawn from 10 higher secondary schools in Kanyakumari district.

TOOLS

The tools employed for data collection were

- i. SS test of Intelligence, (validated by Sam Sananda Raj 1995).
- ii. Achievement Motivation Scale (validated by the investigators(2005)
- iii. Achievement in Mathematics is measured by taking the marks obtained by the students in the half yearly examination.

STATISTICAL TECHNIQUES

The data were analyzed using statistical techniques such as Mean, Standard deviation, t test and Pearson product moment correlation coefficient.

RESULTS AND DISCUSSION

HYPOTHESIS 1

There exists no significant difference in the mean scores of intelligence, Achievement Motivation and Achievement in Mathematics of higher secondary students on the basis of Gender

Table 1
Results t test of Intelligence, Achievement Motivation and Achievement in Mathematics of Higher Secondary Students on The Basis of Gender

Sl. No	Variable	Male N=160		Female N=240		t value	Level of significance
		Mean	SD	Mean	SD		
1.	Intelligence	13.64	4.24	14.92	4.42	2.91	0.01
2.	Achievement motivation	11.71	2.28	12.67	3.42	3.08	0.01
3.	Achievement in Mathematics	63.55	15.84	59.83	13.82	2.41	0.05

From the above table it is clear the calculated t-values for intelligence, achievement motivation are greater than the table value 2.58 and are significant at 0.01 level. Also the calculated t value for achievement in Mathematics is greater than the table value 1.98 and is significant at 0.05 level. It means that there is a significant difference in mean scores of intelligence, achievement motivation and achievement in Mathematics of male and female students. Therefore the null hypothesis that there is no significant difference in the mean scores of intelligence, achievement motivation and achievement in Mathematics of male and female higher secondary students is rejected. Further the mean scores of intelligence and achievement motivation of female students are 14.92 and 12.67 respectively which are significantly higher than that of male students whose mean scores are 13.64 and 11.71. It may, therefore, be said that the

female students were found to have significantly more intelligence and achievement motivation than that of the male students. But from mean scores of achievement in Mathematics, it may be inferred that, male students achieved more in Mathematics than that of female students.

HYPOTHESIS 2

There exists no significant difference in the mean scores of intelligence, Achievement Motivation and Achievement in Mathematics of higher secondary students on the basis of locale.

Table 2
Results t-test of Intelligence, Achievement Motivation and Achievement in Mathematics of Higher Secondary Students on the Basis of Locale

Sl. No	Variable	Urban N=190		Rural N=210		t value	Level of significance
		Mean	SD	Mean	SD		
1.	Intelligence	13.95	3.49	12.89	2.89	3.31	0.01
2.	Achievement motivation	12.43	3.32	11.31	2.89	3.60	0.01
3.	Achievement in Mathematics	63.56	18.92	59.92	17.64	1.99	0.05

From the above table it is clear the calculated t values for intelligence and achievement motivation are greater than the table value 2.58 and are significant at 0.01 level. Also the calculated t value for achievement in Mathematics is greater than the table value 1.98 and is significant at 0.05 level. Therefore the null hypothesis that there is no significant difference in the mean scores of intelligence, achievement motivation and achievement in Mathematics of urban and rural higher secondary students is rejected. Further the mean scores of intelligence and achievement motivation and achievement in Mathematics of urban students are 13.95, 12.43 and 63.56 respectively which are significantly higher than that of rural students whose mean scores are, 12.89,

11.31 and 59.92. It may, therefore, be inferred that the urban students were found to have significantly more intelligence, achievement motivation and achievement in Mathematics than that of the rural students.

HYPOTHESIS 3

There exists no significant correlation between a) intelligence and achievement motivation, b) achievement motivation and achievement in Mathematics, c) intelligence and achievement in Mathematics.



Table 3
Correlation Between Intelligence and Achievement Motivation, Achievement Motivation and Achievement in Mathematics, Intelligence and Achievement in Mathematics.

Sl.No	Variables	Coefficient of correlation r	Level of significance
1.	Intelligence and achievement motivation	.43	0.01
2.	achievement motivation and achievement in Mathematics	.47	0.01
3.	Intelligence and achievement in Mathematics	.59	0.01

From the above table it is clear that the co-efficient of correlation for the variables intelligence and achievement motivation, achievement motivation and achievement in Mathematics, and Intelligence and achievement in Mathematics is 0.43, 0.47 and 0.59 respectively. Hence there exists positive moderate correlation between the variables intelligence and achievement motivation, achievement motivation and achievement in Mathematics, and Intelligence and achievement in Mathematics. Therefore the null hypothesis "there exists no significant correlation between intelligence and achievement motivation, achievement motivation and achievement in Mathematics, intelligence and achievement in Mathematics" is rejected.

FINDINGS

1. The female students were found to have significantly more intelligence, and

achievement motivation than that of male students.

2. Male students achieved more in Mathematics than that of female students.
3. Urban students were found to have significantly more intelligence, achievement motivation and achievement in Mathematics than that of the rural students.
4. There existed significant positive moderate correlation between intelligence and achievement motivation, achievement motivation and achievement in Mathematics, intelligence and achievement in Mathematics of higher secondary students.

CONCLUSION

This study has brought to light a vivid picture about the role of intelligence and achievement motivation on achievement in Mathematics of higher secondary students. Hence the parents and

the Mathematics teachers should motivate properly to achieve more in Mathematics. The results obtained from the study indicated that intelligence and achievement motivation, achievement motivation and achievement in Mathematics, intelligence and achievement in Mathematics are positively correlated. Therefore the teaching-learning activities could be designed to develop the intellectual abilities of the students. The curriculum could be planned in such a way to develop achievement motivation among the students. Identify the low intelligent students, and provide remedial teaching, and proper guidance and counseling to achieve more in Mathematics. Parents and teachers should avoid using certain methods or practices in the home and school environment that extenuate their achievement motivation. The Mathematics teachers should try as much as they could to motivate their students during the course of instruction. The parents as well as the school should engage the students in programmes that can motivate the students to improve their Mathematics achievement. It is therefore, hoped that these findings will serve as a resource material for Mathematics teachers, school authorities, psychologists, counselors, government, parents and others who are concerned with the academic progress of the students.

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Attitude of Higher Secondary School Teachers Towards Inclusive Education

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ABSTRACT

The present study was intended to investigate the attitude of higher secondary schoolteachers towards inclusive education. The study was conducted on a representative sample of 300 higher secondary schoolteachers drawn from different schools. The tool used in the present study was Attitude Scale prepared by the investigators. The data were analysed using t test. The findings of the study revealed that the background variables such as gender, type of management and number of years of teaching experience had significant difference with regard to attitude of higher secondary schoolteachers towards inclusive education, but the background variable location of school had no significant difference with regard to attitude of higher secondary schoolteachers towards inclusive education. The investigators conclude that schoolteachers need to vary their teaching

styles to meet the diverse learning styles of diverse population of students.

INTRODUCTION

Every child in the classroom is unique and therefore deserves individual attention. There are some children who learn quickly while others may struggle even to master the basic academic skills such as reading, writing or arithmetic. They may have learning disability which hinders the abilities in their performance in academics. Also there may be children with visual and hearing impairments, emotional and behavioural disorders, mental health problems and multiple disabilities. So these children who become victims of exclusion on account of their disabilities, learning handicaps, social-economic deprivation etc need to be treated on equal terms along with their more fortunate peers. This can be done through creation of inclusive settings in the school.

It is the full inclusion of these diverse abilities of children which leads to an effective form of education. Right to education includes all types of students in a school, regardless of their strengths and weaknesses in any area. It is based on the motto, "Children who learn together, learn to live together" (Vij, 2011).

The philosophy of integration or inclusion has its roots in the ideals and principles governing equity and equality of opportunities to all without differentiation and discrimination. It refers to the extent to which a school or community welcomes pupils as full members of the group and values them for the contributions they make. This implies that for inclusion to be seen to be effective, all pupils must actively belong to, be welcomed by and participate in a mainstream school and community (Farrell & Ainscow, 2002).

In India, while inclusive education is a worthy goal that we can work towards, it is not a concept that can be successfully implemented until the resources are improved sufficiently. Due to the failure of effective learning in inclusive schools, those disabled children either go back to special schools or drop out of school ending up in illiteracy and hence unemployment and poverty. Disabled children need more of academic skills than social skills to live a decent life in an inclusive society. Hence it is worthwhile to promote that education

which helps it (Isaac et al, 2011). Creation of inclusive settings paves the way to empower the differently abled to cultivate their skills and make their contribution to society like their peers.

The general education system acknowledges the fact that education of all types of children including children with disabilities should come under the mainstream education. In the special school concept, the special education component is different from the general education whereas in integrated approach, it is a part of the general education. Inclusive education goes one step further in which the special education is an integral part of the general education system (Vijayan & Geetha, 2006).

NEED AND SIGNIFICANCE OF THE STUDY

Individuals differ from one other and no two individuals can be completely alike if they are brought up in the same environment. Teachers should have a clear picture of each and every child in his/her classroom with varying abilities or disabilities. Children with various kinds of disabilities can be found in most schools. They need to be specially helped to confront their difficulties through different attitudes and teaching methods.

This study will be of relevance to teachers in different educational environments dealing with children having

special educational needs. If schoolteachers gain the insight into the difficulties the children with special needs face and help them bring out their best, these children can be enabled to integrate into the rest of society and achieve positions of eminence.

The school gives admission to all students. In an inclusive set-up, the teachers need to have the skills to teach all students who differ from each other in different ways. The school should have enough resources or provision of resources to support the learning of all students in the classroom.

The teacher must have a positive attitude towards students with special needs and must have the skills to meet variety of instructional needs of the students. The investigators felt that it would be necessary to study the attitude of teachers regarding the promotion of inclusive educational practices. Therefore a study on attitude of higher secondary schoolteachers towards inclusive education is found to be significant.

OBJECTIVE OF THE STUDY

To study the significant difference, if any, in the attitude of higher secondary schoolteachers towards inclusive education with regard to the background variables – gender, locality, type of management and teaching experience.

HYPOTHESES OF THE STUDY

- 1) There exists no significant difference in the mean scores of attitude towards inclusive education of male and female higher secondary school teachers.
- 2) There exists no significant difference in the mean scores of attitude towards inclusive education of higher secondary schoolteachers of aided and self-financing schools.
- 3) There exists no significant difference in the mean scores of attitude towards inclusive education of higher secondary schoolteachers of rural and urban schools.
- 4) There exists no significant difference in the mean scores of higher secondary schoolteachers with experience below ten years and ten years and above.

METHOD

The investigators adopted the survey method of research for conducting the study.

TOOL USED

The tool used in the present study was Attitude Scale prepared by the investigators.

SAMPLE

The study was conducted on a representative sample of 300 higher secondary schoolteachers drawn from different schools of Kanyakumari district.

STATISTICAL TECHNIQUE EMPLOYED

The statistical technique used for analyzing the data was t test.

RESULT AND DISCUSSION

Table 1
Difference Between Male and Female Higher Secondary Schoolteachers in their Attitude towards Inclusive Education

Gender	Mean	S.D	N	Calculated 't' value	Level of significance
Male	60.89	17.43	134	3.24	0.01
Female	54.08	19.62	166		

It is inferred from the above table that the calculated t value is greater than the table value at 1% level of significance and hence the null hypothesis is rejected. It shows that there is significant difference in the mean scores of male and female higher secondary schoolteachers in their attitude towards inclusive education.

Table 2
Comparison of Higher Secondary Schoolteachers of Aided and Self financing Schools in Their Attitude Towards Inclusive Education

Type of Management	Mean	S.D	N	Calculated 't' value	Remark
Aided	15.56	46.70	143	4.22	0.01
Unaided	6.03	18.93	157		

It is inferred from the above table that the calculated t-value is greater than the table value at 1% level of significance and hence the null hypothesis is rejected . It shows that there is significant difference in the mean scores of higher secondary school teachers of aided and self financing schools in their attitude towards inclusive education.

Table 3
Difference Between Higher Secondary Schoolteachers of Rural and Urban Schools in Their Attitude Towards Inclusive Education

Location of school	Mean	S.D	N	Calculated 't' value	Remark
Rural	52.75	17.05	181	2.43	Not Significant
Urban	57.98	19.24	119		

It is inferred from the above table that the calculated t-value is less than the table value at 1% level of significance. It shows that there is no significant difference in the mean scores of higher secondary schoolteachers of rural and urban schools in their attitude towards inclusive education.

Table 4
Comparison of Higher Secondary Schoolteachers With Experience Below Ten years and Experience Ten years and Above in Their Attitude Towards Inclusive Education

Teaching experience	Mean	S.D	N	Calculated 't' value	Remark
Below 10 years	59.50	18.51	187	2.83	0.01
10 years and above	53.19	19.09	113		

It is inferred from the above table that the calculated t value is greater than the table value at 1% level of significance. It shows that there is significant difference in the mean scores of attitude towards inclusive education of higher secondary school teachers with experience below ten years and experience ten years and above.

FINDINGS

- 1) There exists significant difference in the mean scores of attitude towards inclusive education of male and female higher secondary school teachers.
- 2) There exists significant difference in the mean scores of attitude towards inclusive education of higher secondary schoolteachers of aided and self financing schools.

CONCLUSION

The findings of the study revealed that the background variables such as gender, type of management and number of years of teaching experience had significant difference with regard to attitude of higher secondary schoolteachers towards inclusive education, but the background variable

location of school had no significant difference with regard to attitude of higher secondary schoolteachers towards inclusive education.

The task of teaching children with special needs is indeed challenging and by becoming aware of the strategies to cater to their needs, instructors can accomplish this task easily. Teachers have a great role to play in moulding the mindset of children with disabilities in such a way as to enable them to convert their challenges into opportunities for the betterment of society. They need to consistently treat individual differences and needs of special learners with patient acceptance and special effort. What is needed is a positive attitude by all members of the teaching community towards the promotion of inclusive educational practices. The investigators finally conclude that schoolteachers need to vary their teaching styles to meet the diverse learning styles of diverse population of students.

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Acquisition of English Vocabulary: Diverse Sorts

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**Thanka Leela P.

Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is vital to communicate with others and understand what one is reading. English, a foreign language, is important for students to master vocabulary. Knowing more words helps the students to communicate easily and translate the correct meaning of English words. Unless a student knows the meaning of the words, he/she won't be able to translate, speak or write in English ingeniously. To organise certain programmes, the compiler must have lots of vocabulary at hand to make the programme a splendid one. When one has plenty of vocabulary at hand, communication will be easy. Vocabulary helps to speak fluently. It makes one's speech and writing more interesting vivid exact and effective. It enables one to adopt the correct tone to suit audience. Good vocabulary gives confidence to converse. A person's English language skill is indicated

by the vocabulary he/she uses at the interviews. Good vocabulary enhances one's personality. Vocabulary allows people to speak and write easily and fluently. Vocabulary can give pleasure to audience. Vocabulary is important to create new ideas and thoughts in one's career. Good vocabulary gives good impression to the reader. Job hunters can use paramount words to amaze the interviewers.

TRADITIONAL WAY OF VOCABULARY ACQUISITION

Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a

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list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lists of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy them, and they think the cause for it is just their bad memorization.

Words should not be learnt separately or by memorization without understanding. Moreover, learning new words is a cumulative process, with words enriched and established as they are met again. Therefore, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language. Even though students realize the importance of vocabulary when learning language, most students learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. At this juncture, language learners have nothing to do with vocabulary learning but to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new

words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. Fourth, many learners do not want to take risks in applying what they have learnt. Students may recognize a word in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. It is necessary to explore whether students learn vocabulary effectively through games and how they learn it. As technology plays a major role, students can effectively acquire more vocabulary than through the ancient methods and outdated approaches.

MEANINGFUL MODES OF VOCABULARY ACQUISITION

Effective vocabulary instruction is characterized by deliberate selection of words to be taught and frequent

opportunities for students to interact with the words in meaningful contexts. Interacting with words in multiple ways and contexts results in durable word learning. Both teachers and students should be involved in the selection of words for study (Ruddell & Shearer, 2002).

Just like reading instruction, vocabulary instruction should involve cognitive skills instruction. Students need to draw on their background knowledge and have to be metacognitive as they encounter new words, notice things about words, predict and infer meanings, question the use of specific words, analyze words and parts of words, make judgments about the selection and use of certain words, and evaluate their use of words and how words are used by others. Instruction should include opportunities for students to work with words in multiple ways, including identifying synonyms and antonyms, looking for roots and using cognates, and connecting new words to known words.

Vocabulary knowledge is multifaceted, "a disarmingly simple term for a complex multidimensional phenomenon" (Harley, 1996). Due to this complexity, classroom teachers must take a more comprehensive approach to vocabulary development for students in order to reach a higher quality and quantity of L2 output (Swain, 1996; Sanaoui, 1996). There are three facets of this complexity: a) receptive

versus productive vocabularies, b) breadth versus depth of vocabularies, and c) direct teaching versus contextual inferencing. Receptive vocabulary refers to the words and expressions students can understand when reading or hearing them. Productive vocabulary refers to the words and expressions that the students can use correctly when producing oral or written language. Both capacities need to be developed to communicate effectively. A second dimensional facet to vocabulary acquisition, which is a key to quality language development, is depth of knowledge. Depth of vocabulary deals not only with meaning, but with morphology, phonology, syntax, sociolinguistic aspects, differences between written and spoken uses, and strategies for approaching unknown words. Research on vocabulary instruction states that there is no one best method for vocabulary instruction, which should be taught both directly and indirectly. Direct instruction means teaching specific words, such as pre-teaching vocabulary prior to reading a selection. It is estimated that students can be taught explicitly some 400 words per year in school (Beck, McKeown & McCaslin, 2002). Indirect instruction also includes helping students develop an appreciation for words and experience enjoyment and satisfaction in their use.

Effective vocabulary instruction is multidimensional and intentional. It is most

effective when addressed on a school-wide basis and then implemented with consistent intensity across grades or subjects and within grade level classrooms. By creating language-rich learning environments, where, interesting, unusual, useful, emotional, controversial, and difficult words are noticed and celebrated, students become more attuned to language and accustomed to using sophisticated and academic language.

A well-conceived plan for effective vocabulary instruction should include teacher input and will require training for all teachers (Baumann, Ware, & Edwards, 2007; Graves & VanDeWeghe, 2007). The two biggest considerations when planning effective vocabulary instruction are the selection of words to teach and the instructional practices used to help students learn.

VOCABULARY THROUGH CBI

Students acquire new vocabulary faster using traditional methods of teaching. But learning through CBI, the retention of vocabulary will be in a greater degree. Computer games, flash card software for learning vocabulary, computer based word for word, picture representing words, video clips, video camera point task, use of skype, learning new words while reading or listening through computer, video story books, digital story books, visual text and added graphics which illustrate the meaning of vocabulary. All these methods help to

enhance vocabulary acquisition through CBI.

The vocabulary development of school-age children may be due in part to the incidental learning of word meaning during independent reading (Herman et al., 1987; Anderson, 1985). Deriving a word's meaning during independent reading may require considerable skill and effort on the part of a reader. McKeown (1985), found that low-ability readers had difficulty deriving the meaning of a new word despite the fact that the word was presented in multiple contexts specifically designed to elucidate the word's meaning. Jenkins and Wysocki (1984) found unexpectedly that intermediate-grade subjects learned the meanings of relatively few words when the experimental task created conditions especially favourable to deriving word meaning contextually.

REVEALATIONS FROM REVIEWED STUDIES

The reviewed studies imply that the acquisition of vocabulary was successfully made with *computer based word for word* (Kang, 1995), *computer based diglot method* (Christensen, 2007), *word lists and word cards supported with computer* (Nakata, 2008), *computer assisted pronunciation* (Neri et al., 2008), and *computer assisted language learning* (Lee, 2009; Lin 2014).

The acquisition of vocabulary was also effective with *pictures* (Al-Seghayer,

Yanguas & Kilickey, 2001), *video clips* (Ghamrawi & Norma, 2014), *visible and invisible links* (Ofelia, 2004), *online* (Cottam & Michael, 2010), *linear multimedia text* (Chun & Plass, 2011), Getty, 2008; *hypermedia* (Farhan & Seileek, 2008), *visual text spoken text and graphics* (Kim et al., 2008), *video camera point task* (Macintyre & Gardner, 2008), *word game* (Fredrick & Patricia, 2010), *hypertext* (Yun & Jeehwan, 2011), *use of skype* (Yanguas, 2012), and *web-site games* (Bataineh, 2014).

The acquisition of vocabulary was admirable using mobile technologies too viz., *SMS* (Song & Fox, 2005; Lu, 2008), *dictionary use* (Song & Fox, 2008), and *video caption* (Hsu et al., 2012).

The acquisition of vocabulary was also effective with the interventions namely, *textual word meaning* (Maxim, 1999), *reading style treatments* (Greene et al., 2002), *synonymy, polysemy, and collocation* (Qian, 2002), *written exercises of fill in the blanks* (Hashemzadeh, 2012), *meaning of words* (Folse, 2006), *reading plus vocabulary enhancement activity* (Min & Hui-Tzu, 2008), *multiple choice* (Nakata, 2011), *matching, paraphrasing and glossing* (Hashemzadeh, 2012), and *crossword puzzle* (Orawiwatnakul, 2013).

The acquisition of vocabulary was much effectual with *the word knowledge* (Schmitt, 1997), *identification of high*

(Matsuoka & Hirsh, 2010) and *low frequency words* (May, 2003), *brief narratives* (Pulido, 2004), *word concreteness, word imaginability, word familiarity* (Scott et al., 2010), *words read aloud curriculum* (Puhalla & Eve, 2011), *reading comprehension* (Taboada & Rutherford, 2011), *glossary type* (Chen & Yen, 2013), and *story translation method* (Ulanoffa & Sandra, 2014).

In addition to the above, vocabulary acquisition was made effective with *phonological and morphological awareness, word span, rhyme, and memory span* (Avonsa et al., 2008), *advanced word recognition and spelling* (Rispen et al., 2008); *novel compounding* (Liu, 2010), *word reading* (Liu et al., 2013), *oral and alphabetic knowledge* (Ouellecta & Haley, 2013), and *multiple meaning of the new words* (Carlo et al., 2004).

CONCLUSION

Acquiring an extensive vocabulary, one of the largest challenges in learning a second language, is indispensable to communicate, and gives confidence to converse and enhances personality. Teachers should focus on high frequency and low frequency words for effective vocabulary acquisition. The reviewed studies show that the acquisition of vocabulary was successfully made with computer based instruction and with other technological advancements. Teachers can create an

interesting and effective language-rich learning environment with the use of today's technology gadgets.

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Editorial

Education as a commodity

Education is the most important and basic right of an individual. It helps in training the mind of a human being and makes him perfect in every field of life. Gandhiji said, "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit".

Education makes a person wise decision maker and a better citizen. Without education an individual is not complete in this working world. Education is a way to gather information and an opportunity to learn the skills of life. India has always had a very glorious and interesting educational background. But unfortunately this sector of the country has been degraded by the profit motive of many. Now-a-days education is viewed as a source of income rather than providing quality education. In our country the entry of private players has transformed the sphere of education completely. Since the number of universities as well as government schools has not kept pace with the increasing population and burgeoning demand, the foray of private players was considered a vital step.

Our government is facing difficulty in meeting the expectation of the people with the lack of resources and funds. Because of this, private sector has established its base in the Indian education system. But unfortunately their motive is making money rather than providing quality education to students. They view education as an attractive money business. The private investors have made education into a business from which they can easily earn pots and pots of money. These private institutions are not guided by educational motive, but by profit motive.

With the increasing need of higher education in the country the private institutions have grabbed the opportunity of making money through this. They offer high level of education and more valuable degrees to students at a very high cost. The quality of education is measured with the amount of money we invest. If we pay more fees, we will get better education. This is the present scenario in India. But due to lack of sufficient funds to provide education government is not able to put a restriction on these malpractices.

Today education has become an object of business which has serious and negative effects on our society. The more one can pay, the higher education he can get. The number of students going for higher professional education is necessary every year. Hence the private institutions get opportunity to make money by offering such courses. This is really a shameful situation for our country where our great leaders have stressed quality and free education.

There are many people, who living still under poor conditions find it hard to afford this education. There is no doubt that private institutions have helped millions of students who are not able to get admission into government colleges or schools.

In commercialized learning the traditional educational subjects are downgraded in the name of occupationally sound degree options. Since the commercialization is relatively new, it makes predicting the direction of education less predictable. Commercialized education hurt the academic future of students. Hence there is a strong need to change the basics of the education system, not its pattern, in order to revive education's real importance.

Editor

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A Study on the Communicative Competence in English among Teacher Educands

*Ms. Ruby Prakash
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ABSTRACT

Acquiring competence in English language is gaining greater importance in the present educational and occupational scenario, the budding teachers need to be competent in the language. The objective of the present investigation is to study the level of communicative competence in English of teacher educands. The study reveals that majority of the teacher educands have assessed themselves as Independent Users. The sample of the study consisted of 88 teacher educands from B.Ed course selected by using random sampling technique from two Teacher Education Colleges of Kannur district. The tool used for the study was Self Assessment Scale on Communicative Competence in English. The study has put forward some suggestions for improving communicative competence in English of the teacher educands.

INTRODUCTION

English language is gaining more and more impetus at the national and international level during the last few decades. In the present age, the knowledge and command of English has become one of the effective primary tools for advancement. Achieving communicative competence in English has become an essential pre-requisite for success and advancement in all fields of employment and teachers are not exceptional. The failure of individuals to communicate effectively in the language often hinders their onward progress towards excellence.

The ability to communicate competently has a fourfold connotation. This includes Linguistic competence, Sociolinguistic competence, Pragmatic competence and Strategic competence. Linguistic competence is the knowledge of the structure and form of a language; some of which include its morphologic, syntactic, phonemic and graphemic features. Sociolinguistic competence focuses on the recognition and accordance of the rules of interaction; taking turns, appropriate greetings, proper use of formal/informal register, naturalness or overall native-like language. Pragmatic competence is concerned with the functional use of linguistic resources like concern for the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony. Strategic competence is characterized by the ability to make the most of the language, particularly when compensating for language deficiencies (Common European Framework of Reference for Languages: Learning, Teaching and Assessment, 2001).

NEED AND SIGNIFICANCE OF THE STUDY

Recently lots of discussions are taking place on teacher quality and professional development of teachers. It is the quality of the teacher that determines the quality of the students. So National Curriculum Framework for Teacher Education has laid down certain competencies, skills and proficiencies to be attained by a teacher through pre-service teacher education courses.

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Developing communication skill is one of the specific objectives of teacher education from primary to secondary level. (Curriculum Framework for Quality Teacher Education, 1998).

Gaining good communication skills is always considered one of the most important factors for the teacher educands in the teaching learning process. National Curriculum Framework for Teacher Education (2009) lays stress on the role of language as a medium and tool of communication. A teacher talks, explains, illustrates, translates, guides, instructs cautions, motivates, encourages, and plays various other roles. All of these imply an appropriate and context-specific use of language. This makes the teacher's language competency and his/her proficiency in communication skills a critical factor in his/her effective performance whether inside the classroom or elsewhere. So NCFTE (2009) recommends that all teacher education programmes must focus on and accord high priority to the development of student teacher's language competence and communication skills. Considering the growing importance of English language in the academic context, it has become the need of the hour for the teachers to be equipped with communicative competence in the language. So attention has to be paid on teacher educands' communicative competence in English.

Assessing the level of communicative competence in English of teacher educands is the first step towards building a set of professionally competent teachers. In the present study self monitoring is done to assess the student teacher's communicative competence in English. As the prospective teachers are a matured group of learners, self-assessment gives them a chance to introspect and monitor their level of communicative competence truthfully and objectively. Through self assessment one can receive a clearer or in-depth perspective on the strengths and weaknesses of a student's learning experience and can then hone in on the problem areas. Self assessment can assist in

deepening the student's own perception of competencies and experience, facilitating amelioration (Peer and Self assessment, Des Learning Futures). So self monitoring is used in present study to assess the teacher educands' communicative competence in English. The opinion of teacher educands regarding their own level of communicative competence on the four components namely, grammatical, sociolinguistic, pragmatic, and strategic competencies was ascertained by means of a scale.

OBJECTIVE OF THE STUDY

To study the level of communicative competence in English of teacher educands.

METHOD

Survey method was adopted for conducting the study.

SAMPLE

The sample for the study consisted of teacher educands from B.Ed course selected using random sampling technique from two Teacher Education Colleges of Kannur district.

TOOL USED

The tool used for the study was Self Assessment Scale on Communicative Competence in English prepared by the investigators.

This self monitoring scale aims at giving an accurate description of one's level of communicative competence with regard to the acquisition of linguistic, socio-linguistic, pragmatic and strategic competences. The scale measures the four subcomponents of communicative competence with six levels- A1, A2 (Basic User), B1, B2 (Independent User), C1, C2 (Proficient User). A1 corresponds to the lowest level and C2 corresponds to the highest level of communicative competence in English.

Here Proficient User implies that the students have the ability to communicate with ease and fluency, Independent User means that the students are in a level to use the language with

confidence in regular contexts but lack perfection, Basic User represents the set of students who can communicate in a very simple way using basic language structure.

STATISTICAL TECHNIQUES USED

The statistical technique used for the study was Percentage analysis.

RESULTS AND DISCUSSION

The data collected were analysed based on the objective set for the present study. The investigators have interpreted the scores of Self Assessment Scale on Communicative Competence in English on the following ground as given in Table 1.

Table 1
Interpretation of Each Level of Competence

Level of competence	% of score	Interpretation of each level
Basic user	A1	Poor
	A2	Below average
Independent user	B1	Average
	B2	Good
Proficient user	C1	Very good
	C2	Excellent

The investigators have computed the score for each component of Communicative competence in English and based on the score the student teachers are classified into groups. Assessment

based on component wise classification of communicative competence in English among teacher educands is shown in Table 2.

Table 2
Assessment Based on Component wise Classification of Communicative Competence in English among Teacher Educands

Components of Communicative competence	No. of B.Ed students in %					
	Basic user		Independent user		Proficient user	
	A1 (Poor)	A2 (Below Average)	B1 (Average)	B2 (Good)	C1 (Very Good)	C2 (Excellent)
Linguistic competence	NIL	2.27	34.09	40.91	21.59	1.14
Socio-linguistic competence	NIL	6.8	37.5	35.23	18.18	2.27
Pragmatic competence	NIL	1.14	45.45	35.23	18.8	1.14
Strategic competence	NIL	1.14	50	28.41	17.05	3.41

*N = 88

Table 2 elucidates that the majority of student teachers are Independent Users. Among the Independent Users, students are categorized as Good (B2) and Average (B1). It can be deduced that among the Independent User, most of the students belong to the Average level (B1), except in linguistic competence. Among the Independent Users, a greater number of students have fallen in the Average level in the case of strategic competence. Only a few students are qualified to be termed as excellent among the Proficient Users in each component of communicative competence.

Fortunately there are just a negligible proportion of students who could be categorized as Basic users on any of the four components of communicative competence. It is noted that among the four competencies the number of students in the Average (A1) group is higher in Strategic Competence.

The score of communicative competence in English is calculated by adding the scores of the four components of communicative competence. The result is summarized in Table 3.

Table 3
Assessment Based on the Level of Communicative Competence in English among Teacher Educands

Level of Communicative competence in English		% of score	Interpretation of each level	No. of B.Ed Students	No. of B.Ed students in %
Basic user	A1	Below 20%	Poor	NIL	NIL
	A2	20% - 35%	Below average	2	2.27
Independent user	B1	35% - 55%	Average	40	45.45
	B2	55% - 70%	Good	32	36.36
Proficient user	C1	70% - 85%	Very good	14	15.91
	C2	Above 85%	Excellent	2	2.27

*N = 88

The table reveals that more than 80% of the students have assessed themselves as Independent Users of English language. But among them, majority belong to the Average level. Only a negotiable number of students can be categorized as Basic users and that too in the A2 (Below Average) level and none of the students belong to the A1 (Poor) level. Hopefully there are a handful of students who could be qualified as Proficient Users, even though only a few have achieved the Excellent level.

The rating on the self-assessment scale reveals that majority of the student teachers have assessed themselves as belonging to the class of

Independent User. This shows that the students are in a level to use the language with confidence in regular contexts even though they lack expertise and perfection. Out of this group, a higher percentage of students are Average (B1) in the level of Communicative competence in English. This means that the students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., and deal with most situations likely to arise where the language is spoken. They can produce simple connected text on topics, which are familiar, of personal interest and can describe experiences and events and briefly give reasons and explanations for

opinions and plans. The next majority of students are in the Above average (B2) level, which indicates that they are confident to communicate with a degree of fluency and spontaneity that makes regular interaction possible without strain. They can understand the main ideas of complex text on both concrete and abstract topics and can produce clear, detailed text on a wide range of subjects and explain their viewpoint.

There are a handful of students who belong to Proficient User category, most coming under C1 level indicating the ability to express himself/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in somewhat complex situations but not as perfect and proficient as those at C2 level. The few at C2 level can use language flexibly and effectively for social, academic and professional purposes with ease and it can be said that they have attained perfection in English language use for communication. However there are still a few students with A2 level needs much attention, because they can communicate only in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. As teacher educands, A2 level is not desirable for even a single student.

IMPLICATIONS AND SUGGESTIONS

The study throws light on the teacher educands' ability to communicate in English. The result of the study helps to design and integrate various tasks and programmes in the B.Ed Course to improve the communicative competence of teacher educands. Development of communicative competence of the teacher educand is an efficient process.

From the study it can be concluded that the majority of student teachers are found to be independent users of English which shows that they are confident enough to deal with communicative contexts in the language. However as they are the future teachers who will encounter various academic situations to use English language authentically and

confidently, they need to be risen to the proficient user level, attaining excellence in communication. Even though a few, there are some students who still remain as Basic user of English. Efforts should be taken to upgrade them to higher level of competence by providing various programmes and opportunities in the teacher education colleges to develop communicative skill. Communicative competence could be achieved only by fostering all the four components. Normally socio-linguistic and strategic competencies are less focused area of communication. Emphasis should be laid on developing all the four dimensions simultaneously.

The study shows the need for providing the teacher educands rise from a low level of communicative competence to the higher one. The pre-service teacher education courses like B.Ed should give attention to the following.

1. Create aspirations in students to improve competence in communication and take an active part in activities that help to enhance English
2. Induce personal responsibility for the result of communication, a willingness to analyze mistakes and correct them
3. Focus on learners' sociolinguistic awareness involved in cultural norms in order to assist them in improving their English communicative performance by making them more flexible toward and tolerant of cross-cultural variations
4. Provide conducive environment for strengthening specific language competencies like collaboration, cohesiveness, decision-making and other deliberations for language processing.
5. Instill confidence in using English, having the courage to communicate and express oneself in English by engaging in cooperative learning, willing to share resources with others
6. Foster the ability to overcome the difficulties confronted in communicating in English by seeking help from others, and understanding and respecting feelings of others during communication

7. Provide updated materials that can be used to enhance conversational English among teacher educands.

8. Organise programmes for developing Communicative competence in English

Programmes for developing communication competence could be conducted in teacher education colleges, integrating into curricula. The program should be based on theoretical framework aiming the development and direct practice of communication skills. Learning contexts allowing development of communicative skills such as team work, collaborative learning, conflict resolving could be a part of the programme. Beside activities, support provided by the environment is important. More opportunities for the practical use of the language should be provided to practice language orally, through the creation of discussion groups, competitions, public lectures, debates, etc. The activities practiced should provide the learner with a sense of security in the language by allowing him/her room to use the language confidently. Besides improving confidence, programmes for developing communicative competence also should facilitate spontaneous improvisation skills and linguistic creativity.

The evaluation process is highly significant in the programmes for developing communicative competence. The progress of the students should be assessed by registering the changes by:

- a. systematic observation of real communication situations.
- b. observation in simulated situation during learning process.
- c. self-evaluation of skills, competencies and behavior related to communication.
- d. evaluation by the partners in communication.

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Attitude of First Degree Students in Tirunelveli District towards Virtual Learning

N. Jude Infanta
Dr. M. Maria Saroja

ABSTRACT

The main objective of the study was to find out the attitude of first degree students towards Virtual Learning. Survey method was adopted in this study. Sample consists of 350 first degree students in Tirunelveli District. Virtual learning Attitude Scale developed by Maria Saroja and Jude Infanta (2013) were used for collecting data. t test was used for analyzing the data. It was found that first degree students differed in their attitude towards Virtual Learning. The study revealed that there is significant difference among first degree students in their attitude towards Virtual Learning.

INTRODUCTION

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
-William Arthur Ward

In recent era of globalization, technological advancement has increased dramatically in every sphere including mainstream of education. These advances have introduced new educational nomenclature i.e. "Virtual Education", "Virtual Classroom", "Virtual University", "Online Courses", "Electronic and Cyber Space Institution". Profound investments in technology in this decade have given rise to a worldwide explosion of information. A Virtual learning environment is a virtual classroom that allows teachers and students to communicate with each other online. Class information, learning materials, and assignments are typically provided

via the Web. Students can log in to the class website to view this information and may also download assignments and required reading materials to their computers. It even allows assignments and tests to be completed online. In a virtual classroom, the teacher may communicate with the students in real-time using video or Web conferencing. Virtual learning environments are a popular method of e-learning, which refers to learning through electronic means. While a virtual learning environment cannot fully replace the traditional classroom, it can be a useful way of teaching students who reside in many different locations.

NEED AND SIGNIFICANCE OF THE STUDY

Communication is education and education is knowledge. This is an age of knowledge explosion and exploration. Rapid progress in computer technology has invaded the arena of education. Technology has a significant effect on the education system for the last many years. In the classroom we have moved from the days of chalk and talk to use of overhead projectors and more recently multimedia presentation techniques.

The technological revolution poses tremendous challenges to the educators to rethink their basic tenets, to apply technology in creative way to redesign education. The practice of providing education with the help of modern technologies is termed as e-learning. It is dynamic, operates in

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real time, empowering, individual and comprehensive, effective and quick. E-Learning is a combination of content and instructional methods delivered by media elements such as words and graphics on a computer intended to build job-transferable knowledge and skills linked to individual learning goals or organizational performance. The major benefits of e-learning are that it is eco-friendly because it takes place in virtual environment and thus avoid travelling and reduces the usage of paper.

As we know, the teaching learning technology has progressed from class room lectures to seminars to videodisks and CD-ROMs to web based training and wireless communication through various learning objects. Learning objects include CDs, electronic books, electronic journals and audio visual aids. The development in computer technology has resulted in Virtual Learning. Virtual Learning is considered a more effective way of teaching to a large group of students, thereby providing consistency in educational quality.

OBJECTIVE

To find out whether there is any significant difference between first degree students' attitude towards Virtual Learning with reference to the following background variables.

RESULTS AND DISCUSSION

Table 1
Difference in Attitude towards Virtual Learning of First Degree Students in terms of Background Variables

Variables	Categories	N	Mean	SD	Calculated 't' value	Table value	Remarks
Gender	Male	122	141.17	5.424	0.14	1.96	N.S.
	Female	228	141.08	5.629			
Locality of students	Rural	111	140.36	5.472	2.73	1.96	S
	Urban	239	141.46	5.563			
Nature of college	Co-education	176	141.04	5.617	0.25	1.96	N.S
	Unisex	174	141.19	5.498			
Optional Subject	Arts	200	140.60	5.325	2.03	1.96	S
	Science	150	141.81	5.783			

- (i) Gender (ii) Locale of students (iii) Nature of college and (iv) Optional subjects.

HYPOTHESIS

There is no significant difference between first degree students' attitude towards Virtual Learning with reference to the following background variables.

- (i) Gender (ii) Locale of students (iii) Nature of college and (iv) Optional Subjects.

POPULATION

The population includes First degree students of Tirunelveli District.

SAMPLE

The investigators used simple random sampling technique and selected 350 first degree students randomly from the various colleges of Tirunelveli District.

TOOLS

Virtual Learning Attitude Scale developed and validated by Maria Saroja and Jude Infante (2013).

STATISTICAL TECHNIQUES USED

Mean, Standard deviation and t-test were used to analyse the data.

It is inferred from table-1 that there is no significant difference between male and female, co-education and unisex first degree students in their attitude towards Virtual Learning. Whereas results show significant difference between rural and urban, Arts and Science group, first degree students in their attitude towards virtual Learning.

There is significant difference between rural and urban first degree students in their attitude towards Virtual Learning.

In this study, the mean of attitude towards Virtual Learning scale value of urban area students (141.81) is better than that of rural area students (140.60). This may be due to the fact that, in the present digital era, net café has been mushroomed in every nook and corner of city, internet facility can be easily accessed in the urban area. At present one of the important methods of teaching is activity centered method. Students can also be motivated to learn themselves. So they can use e-resources for their self-learning. Each student may access lessons, video clips and audio libraries from anywhere and anytime. The parents of urban students encourage their children to update their knowledge related with e-mail, e-resources and e-libraries with help of internet. Moreover urban colleges have well trained and qualified computer staff and well equipped computer laboratories. So they can use their technological knowledge in operating electronic equipment like computer and net facilities. On the other hand in rural areas students are not showing much interest in using computers for their studies. They are very much interested in physical activities. They hardly use net compared to their counterpart and they are very much dependent on their teacher, books and library for their assignment works rather than net when compared to their counterpart. This may be the reason for the significant difference between rural and urban first degree students in their attitude towards Virtual Learning.

There is significant difference between arts and science first degree students in their attitude towards Virtual Learning.

In this study the mean of attitude towards Virtual Learning scale value of science students (141.81) is better than that of arts students (140.60). This may be due to the fact that lab and practical sessions are part of science subjects. So science students acquire the basic computer skill as a part of their course. And to have clear understanding concept in science, frequently they use e-resources and e-library. Science students were more likely to use internet to watch online education classes and blog more frequently. They use e-books for their assignment works and projects. Whereas for arts students the curriculum is not as rigid as science students. They do not have tight practical schedule as that of science students. So they do not get opportunity to use internet often for their subject related search. Thus science students are very good at their utilization of technological advancements like teleconferencing and video conferencing. This may be the reason for the significant difference between arts and science first degree students in their attitude towards Virtual Learning.

CONCLUSION

Technology has a great deal of influence over education. Virtual learning is one of the most important methods emerged in the globalization process after coming into world Wide Web Services. Human history has reached the peak of learning where education is time-less, space-less and spontaneous. In recent years Virtual learning is recognized as one of the methods of learning. Many internet-based resources can serve to facilitate classroom management tasks, by providing support for classroom instruction. Teachers could use online journals, portals and classroom management tools to enhance the learning environment.

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ABSTRACT

In this study, the investigator made an attempt to find out the social adjustment of student teachers in Kanyakumari district. The objectives of the study were, i) to find out the level of social adjustment of student teachers, and ii) to find out whether there is any significant difference in social adjustment of student teachers with respect to their Gender, Subject, Educational Qualification and Marital Status. Survey method was adopted for the present study. The population for the present study consisted of all student teachers studying in Colleges of Education in Kanyakumari district. Using simple random sampling technique the investigator selected a sample of 300 student teachers. The findings revealed that, most of the student teachers have average level of social adjustment. There is significant difference between graduate and postgraduate student teachers in their social adjustment. There is no significant difference between male and female, arts and science, married and unmarried student teachers in their social adjustment.

INTRODUCTION

Man is not an isolated being. He is born in a society with which he has to interact and establish harmonious relationships. It is here that the social aspect of education comes to play. Education has to provide the individuals with appropriate social environment to develop them physically, mentally and emotionally to fulfill their social obligations. Adjustment is that which helps one to commit himself to socially desirable goals and uses his energies effectively in working towards them. An individual's

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Social Adjustment of Student Teachers

ability to adapt himself to the environment is essential for his successful happy life. Social Adjustment is the process of establishing a satisfactory psychological relationship between the individual and his environment. It is a process of constant interaction between the individual and his environment and is the process by means of which the individual seems to maintain psychological equilibrium and prepare himself towards self enhancement.

NEED AND SIGNIFICANCE OF THE STUDY

The problem of adjustment is inseparably bound with the nature of human personality. Social adjustment is a condition of fitting on to one's community or social milieu and satisfying its conditions and requirements. Social adjustment is a signal of harmonious relationship between a man and his environment. The social awareness is crystallized and the child recognizes the importance of other individual for the fulfillment of both physiological and psychological needs. The emotionally matured adolescent has no difficulty in performing the roles and expectations of him and is relatively well adjusted. By knowing these realities the student teachers can respect the rights of other person, learn to get along with them, develop friendship, participate in social activities, be interested in the welfare of others, practise charity and altruism and learn to respect the values of integrity of social laws, customs and traditions, which may contribute for the development of their social adjustment and

through them it may be transformed to the younger generations. Thus, by realizing the importance of social adjustment and its relationship with life, the investigator has decided to conduct a study to find out the Social Adjustment of Student Teachers.

OBJECTIVES

1. To find out the level of social adjustment of student teachers.

2. To find whether there is any significant difference in social adjustment of student teachers with respect to their a) Gender, b) Subject, c) Educational Qualification and d) Marital Status.

HYPOTHESES

1. The level of social adjustment of student teachers is average.

2. There is no significant difference in the social adjustment of student teachers with respect to their

RESULTS AND DISCUSSION

a) Gender, b) Subject, c) Educational Qualification and d) Marital Status.

METHOD

The investigator used survey method in the present study.

SAMPLE

The sample for the present study consisted of 300 student teachers from various colleges of education in Kanyakumari District.

TOOL USED

The investigator used Social Adjustment Inventory by Roma Pal (1985).

STATISTICAL TECHNIQUES USED

Percentage, mean, standard deviation, t-test.

Table 1
Level of Social Adjustment of Student Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Social Adjustment	76	25.3	138	46.0	86	28.7

From table 1 it is seen that the level of social adjustment of most of the student teachers is moderate.

Comparison of Social Adjustment Scores of Various Groups

Table 2.a

Difference between Male and Female Student teachers in their Social Adjustment

Variable	Male (N=20)		Female (N=280)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Adjustment	99.50	8.17	100.08	6.11	0.40	N.S.

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

Table 2.b

Difference between Arts and Science Group Student teachers in their Social Adjustment

Variable	Arts (N=165)		Science (N=135)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Adjustment	100.11	6.25	99.97	6.29	0.19	N.S.

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

Table 2.c

Difference between Graduate and Postgraduate Student teachers in their Social Adjustment

Variable	Undergraduate (N=170)		Postgraduate (N=130)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Adjustment	100.74	5.59	99.13	6.95	2.22	S.

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

Table 2.d

Difference between Married and Unmarried Student teachers in their Social Adjustment

Variable	Married (N=153)		Unmarried (N=147)		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Adjustment	100.16	5.95	99.92	6.58	0.33	N.S.

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

The 't' test revealed that there is no significant difference between male and female student teachers in their social adjustment. There is no significant difference between arts and science group student teachers in the social adjustment. These results are in agreement with the findings of Hammeed and Thahira (2010), which revealed that social adjustment does not differ significantly by gender and subject.

There is significant difference between graduate and postgraduate student teachers in their social adjustment. There is no significant difference between married and unmarried student teachers in their social adjustment.

CONCLUSION

The study revealed that student teachers have moderate level of social adjustment. For improving the social adjustment of student teachers college authorities should develop a conducive environment within the college campus. Co-curricular activities such as NSS, NCC, Sports, Scout, citizenship training camps, special camps and educational tours, intra collegiate and inter collegiate cultural competitions should be organized along with their studies. Workshop and awareness programme may be conducted in colleges to make the student teachers aware of the importance of social adjustment and the ways to develop it. Team works

should be encouraged in teacher education programmes. These recommendations may help to improve the Social Adjustment of student teachers

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Parents' Attitude towards Sex Education in Kerala

ABSTRACT

The present study was conducted to find out the attitude of parents towards sex education. Data were collected by using an attitude scale for sex education. The collected data were analyzed through differential analysis and one way ANOVA. From the differential analysis it was found that male and female parents differ in their attitude and fathers have more favourable attitude towards sex education. The findings of one way ANOVA revealed that no significant difference in the parents' attitude towards sex education on the basis of their educational qualification.

INTRODUCTION

The supreme aim of education is the wholesome development of an individual. But in our contemporary society a lot of incidents have been taking place for the sake of selfish interests of people from all walks of life at an increasing rate. The fundamental intention of education to make the individual civilized becomes fruitless. Though we claimed that we are 100% literate state, the immoral and criminal activities in length and breadth of our society reflects the deterioration of values of education.

The education system has been undergoing a lot of important changes recently. But due to certain limitations the new changes turn to be ineffective in students and thereby in the society. The sexual atrocities against women and children

are one of the major issues that consume more space in the dailies of now a days. When we go into the details, it is learnt that the lack of real education is the reason for this ever increasing social evil. The ignorance and shyness of parents prevent them to give proper and timely sex related awareness to their children. The sex education must certainly be a part of the curriculum to create sound awareness to students in this regard.

Sex education simply refers to the systematic attempt to promote the healthy awareness in the individual on matters of one's sexual development, functioning, behaviour and attitudes through direct teaching. Sex is a topic, which most people like to talk about. An inquisitive child who tries to ask questions about sex is often branded as 'bad child'. Many societies consider discussions about sex as taboo. Most parents find it difficult, to discuss sex related issues with their children. Due to this the children of our country learn about sex in a variety of ways which are forbidden. In a population survey report of 2011, 75% of students preferred to discuss bodily changes that occur during adolescence with peers of same sex, none of them wanted it to be with parents.

NEED AND SIGNIFICANCE OF THE STUDY

Today our youth are facing a lot of problems due to the lack of awareness of sex education. To satisfy their curiosity many would like to experiment

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these things and this leads to dangerous consequences. In many situations they receive wrong information and this is carried throughout their life. Therefore there is a need to provide the children with information so as to enable them to adjust better with these changes.

Sex education imparted through schools can prove to be a significant and effective method of bettering the youngster's sex related knowledge. It is important because many parents are not interested in sharing their ideas with them. Youngsters usually collect information on sex related subjects from sources like friends, books, media including internet. The problem is that these sources may or may not really provide them correct and accurate information as such. Sex education will help in transferring authentic information from reliable sources so that their misconceptions can be eliminated.

Sex education will provide opportunities to youngsters to imbibe human values; so that they will develop with healthy emotional, social, and spiritual values. It also helps them to respect oneself and others. Sexual health education will enable young boys and girls to become proud of their own sex while appreciating the attributes and capacities of opposite sex. It should aim at providing factual, complete and honest information about sex and sexuality.

In many of the foreign countries like United States of America, China, Arabia, Cuba etc sex education is imparted in schools to the students according to their age and stage of development. Children first learn about sex and morals by observing the attitude and behaviour of their parents and family members. The importance of a caring and loving relationship is often understood by the behaviour patterns of children manifested at different stages of emotional and sexual development. Because during childhood most of the learning is acquired by imitation, it is important for the parents to be aware of their roles and to impart positive sex education to the children. If only parents become

comfortable talking about sex, they will be able to promote a healthy parent child relationship. Parents should neither panic when children ask questions nor should they express distress at seeing their children exploring their bodies.

It is better to give the child basic information in a simple manner as the child grows up. It may also happen that children may ask questions that are in conflict with moral values. An understanding and positive explanation catering to their needs and satisfying their curiosity will reduce the risks and consequences of sexual ignorance. Even if parents occasionally respond a little more than the child's capacity or level of understanding, it will only leave the door open for further communication. It is the parent's attitude that is important. Sometimes the child's curiosity and concerns may seem irrational but they may also be real to them and should not be dismissed or discarded by parents. This may even close and snap off the healthy communication in the parent child relationship. Only if the child can trust that their parents are not rigid or hostile, to their curiosities they will be able to look upon them as a source of wisdom and guidance. Reid (2012) undertook a study on Sex education and parental responsibility and found that more than government it is the responsibility of parents to impart sex education to their children.

A study conducted by Almanaf and Alqaiz (2009) in Arabian public and private schools revealed that the students are discussing sex related things to their friends and a negligible percent want to discuss it with parents. In India it is not implemented yet, and the problem felt by the government and policy makers is the opposition from parents. As they are the most related category it is very important to know their attitude towards implementation of sex education in schools. We know the enrolment ratio in the schools of Kerala is very high compared to other Indian states. Almost 90% of children are at school going age, so it will

how effective if sex education is being imparted in schools

The present study is therefore intended to know the parental attitude towards sex education in secondary schools of Kerala because the society is undergoing vast changes and in order to face the challenges of modern society and to lead a healthy life it is very important to impart sex education to children.

OBJECTIVES

1. To find out the extent of attitude of parents towards sex education.
2. To find out whether there exists any significant difference in the attitude of parents towards sex education based on (a) Gender (b)Locale and (c)Educational qualification of the parents

HYPOTHESIS

There will be significant difference in the attitude of parents towards sex education based on Gender, Locale and Educational qualification of the parents.

METHOD

The investigators selected normative survey method for the study.

Comparison of the Mean Scores of Parental Attitude towards Sex Education in Secondary Schools Based on Gender and Locale.

Table 2

Data and Result of the t-test of Parental Attitude towards Sex Education on the Basis of Gender and Locale of Parents

Variable	Gender	Number	M	SD	t-Value
PARENTAL ATTITUDE TOWARDS SEX EDUCATION	Male	246	169.56	12.85	5.094*
	Female	254	163.12	15.27	
	Rural	335	165.82	13.92	1.039

TOOL

Attitude scale on sex education (Bindhu & Deepa, 2013).

SAMPLE

The sample selected for the study consisted of 500 parents of secondary school students from different parts of Kerala. Stratified random sampling technique was adopted. Due representation was given to Gender (Male, Female) Locale (Rural, Urban) and Educational qualifications (Primary, Secondary, Higher Secondary and Higher Education) of parents.

STATISTICAL TECHNIQUES USED

Test of significance of difference between means (t-test) and One way ANOVA were used for statistical analysis.

RESULTS AND DISCUSSION

Extent of Attitude of parents towards sex education in secondary schools

The extent of attitude towards sex education in secondary schools for the total sample was established by calculating the mean scores.

The mean score of parental attitude towards sex education is 166.29, which is greater than the neutral value (144) which means that the parents have high positive attitude towards sex education.

The table shows that there exists significant difference between male and female parents in their attitude towards sex education. The high scores obtained by male parents show that they have more

favourable attitude than female parents. There is no significant difference between the rural and urban parents in their attitude towards sex education.

Comparison of the Mean Scores of Parental Attitude towards Sex Education in Secondary Schools Based on the Educational Qualification of Parents.
Table 3

Results of ANOVA of Parental Attitude towards Sex Education Based on Educational Qualification of Parents

Variable Compared	Source of Variation	Sum of Squares	df	Mean squares	F-value
Parental Attitude Towards Sex Education	Between Groups	1468.56	3	489.519	2.354
	Within Groups	103154.39	496	207.97	
Total		104622.95	499		

The table shows that the obtained F-value (2.354) is not significant at 0.01 level, as the calculated F-value (2.354) is less than the table value (3.82) at 0.01 level. So there exists no significant difference in the parental attitude towards sex education in secondary schools on the basis of Educational qualification.

The findings of the study revealed that the parental attitude towards sex education in secondary schools is much favorable. That means sex education in schools is very much needed for the character and value development of the child.

CONCLUSION

The school has important role to play in the character development and personality of the child. The teacher can provide sex related knowledge and information to students. School should arrange classes of experts like doctors and counsellors for students to provide knowledge and to clarify their doubts. School authorities should join hands with

counselors and social workers to conduct programmes for adolescents. Orientation programmes for students and parents should be arranged to give better awareness on sex education to school students.

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Effect of Experiential Learning Strategies on Biology Achievement of Secondary Level Learners

Dr. Sreekala K.L

ABSTRACT

Since inception, the secondary education programmes have embraced experiential learning as an effective learning methodology for students to obtain both observational skills as well as meta learning skills. Traditional classroom teaching has blended with various types of experiences, ranging from laboratory experiences to outdoor education programmes to provide students a significant opportunity to learn. However, it is questionable as to the level of authentic experiential learning instructional practices that are actually taking place. The present study is an attempt to find out the effect of experiential learning strategies on biology achievement of secondary level learners. The investigator adopted experimental method (single group design) for the study. The sample consisted of 60 IX std students in Trivandram district. The study revealed that experiential learning is effective in enhancing biology achievement of secondary level students.

INTRODUCTION

The lives of children today are much different from previous times. Today children and families often have limited opportunities to connect with the natural environment. Louv(2008) called this phenomenon as "Nature Deficit Disorder" in his book "The last child in the woods". Now a days children spend more time viewing television and

playing video games and play stations on computers and television than exploring or going to nature. Research shows that children's social, psychological, physical and academic results are positively impacted when they have daily contact with nature. But learners today have few opportunities for outdoor activities with the natural world.

With children's access to the outdoors and the natural world becoming increasingly limited, schools where children spend most of their active hours per week, is the only opportunity to reconnect children with the natural world and creates a future generation that values, conserves and preserves nature and natural resources. The outdoor natural environment is a rich, dynamic and natural space for learning and development in children of all ages. Here comes the importance of experiential learning strategies in learning. It is Kolb (1983) popularised the idea of experiential learning by drawing heavily on the work of Dewey and Piaget. Experiential learning is learning through reflection on doing which is often contrasted with rote learning. It focuses on the learning process for the individual. Experiential learning can be a highly effective educational method. It engages the learner in a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. For this to be truly effective, it should employ the whole

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learning, which from goal setting to experimenting and observing, to reviewing and finally action planning. This complete process allows one to learn new skills, new attitudes or even new ways of thinking.

An effective experiential facilitator is one who is passionate about his or her work and is able to immerse participants totally in the learning situation, allowing them to gain new knowledge from their peers and environment created. Experiential learning when used for student learning, can help in providing a positive emotional platform which will respond positively and confidently to future learning. Structured experiential learning strategies can be given to secondary level students.

Considering the importance of experiential learning, the investigator conducted this study to find out the effect of experiential learning strategies on biology achievement of secondary level learners.

OBJECTIVES

1. To prepare an experiential learning package in biology at secondary level
2. To find out the effect of experiential learning on achievement in biology at secondary level.

HYPOTHESIS

Experiential learning enhances the achievement in biology of secondary level students

METHODOLOGY

Experimental method was used for determining the effectiveness of experiential learning strategies in teaching select topics through one group pre-test, post-test design.

TOOLS USED

Experiential package was developed by the investigator based on the select experiential learning strategies

Achievement test in biology

SAMPLE

The experimental study was conducted with 60 secondary level students of standard IX, Trivandrum district.

PROCEDURE

The purpose of the present investigation was to study the effect of experiential learning strategies on achievement in biology of secondary level students. The investigator prepared an Experiential learning package consisting of lesson transcripts, select experiential learning activities. Three main experiential strategies were selected for the study. They were agriculture, field based activities and ICT based activities. The experiential learning package was administered to the select experimental group of 60 secondary level students of standard IX. Before and after administering the experiential learning package, achievement test in biology was administered as pre and post tests.

STATISTICAL TECHNIQUES USED

Mean, Standard deviation and Critical ratio were used for the analysis of data.

RESULTS AND DISCUSSION

The achievement of secondary students in biology using experiential learning packages was analyzed to find out the effect of experiential learning on the achievement of students. The details of analysis are given below.

Results of the Test of Significance of Difference Between Means of Pre-test and Post test Scores of Achievement of Secondary Learners

Group	Statistical Indices	Pre-test	Post-test	C.R.
Secondary students (N = 60)	Mean	34.88	42.75	5.26 (p<0.01)
	SD	6.24	9.77	

Analysis of data of the pre-test and post test scores showed that there is significant difference between the pre-test -post test scores. The critical ratio obtained is 5.26 (p<0.01) which shows that there is significant difference between the pre-test and post-test achievement scores in biology.

Therefore it was concluded that Experiential learning strategies applied to the learners proved to be effective in enhancing the achievement in biology of secondary level students.

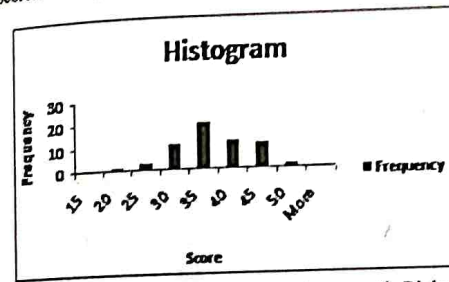


Fig.1. Graph showing the pre-test scores of learners in achievement in Biology

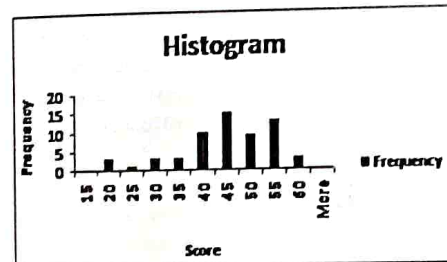


Fig.2. Graph showing the post-test scores of learners in achievement in Biology

From the analysis of the pre-test and post-test scores of achievement scores of biology of the experimental group it was found that there is increase in their achievement scores. The increase in the achievement scores is due to the effect of the

experiential activities provided to learners though the experiential learning package. Agriculture, Field based activities and ICT (Information and Communication Technology) based activities are the strategies given to them. From this it is concluded

that we can raise the achievement in biology of learners by providing outdoor activities based on field work and field visits. Information and communication technology can also raise the achievement of learners, as technology is a powerful tool in transforming classrooms.

CONCLUSION

The level of achievement of the experimental group learners is increased due to the administration of the experiential learning package with experiential learning strategies. Hence we can foster the biology achievement of learners by incorporating appropriate and adequate experiential learning strategies in the curriculum. For that structured and carefully planned experiential learning packages can be prepared based on select topics in the syllabus, depending upon the nature and availability of the outdoor resources. Experiential learning, when used for student learning, can help in providing a positive emotional platform which will respond positively and confidently to future learning. Unstructured Experiential learning activities can be given from the primary stage. Such experience plays a crucial role in shaping life long attitudes, values and patterns of behaviour towards natural environment. Structured experiential learning strategies can be given at the secondary level teaching to make the process of learning more meaningful.

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Availability and Utilization of Higher Secondary School Library Facilities in Kannur District

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ABSTRACT

A well equipped and well managed library is the foundation of modern educational structure. School libraries play a significant role in enabling students and teachers to learn more and to develop self study habit among them. But unfortunately it is seen that there is the scarcity of library facilities and the lack of encouragement from the authorities for the proper utilization of libraries. The present study is conducted to find out the nature and extent of facilities in library and availability of library resources and utilization of library facilities by the students and teachers in school libraries of Higher Secondary schools of Kannur district. The study also presents major suggestions made by the stakeholders for effective utilization of school library facilities. For the present study the investigator adopted survey method. The sample consisted of 150 teachers, 300 students of XI/XII standard, 30 Librarians, and 30 principals selected from 30 government/aided higher secondary schools. The investigator prepared four questionnaires i) for the Librarians, ii) for the Principals, iii) for the Teachers and iv) for the students. The data obtained from the respondents were analyzed using percentage analysis. The study showed the absence of well equipped libraries and reading rooms with a variety of journals and periodicals and this highlight the pathetic condition

of the Higher Secondary Education in the state of Kerala.

INTRODUCTION

School is a miniature form of society, where children are trained to become good citizens. Availability of good reading materials in school is a prerequisite for promoting and enriching academic growth and instilling reading habit. Library is a valuable source where different varieties of reading materials are found. Reading books enable a person to acquire knowledge independently. Libraries have played a vital role in the human development. A library is repository of wisdom of great thinkers of the past and present. It makes available to the readers in the form of books. Now a days modern libraries provide opportunities for e-learning and e-reading. A well equipped and well managed library is the backbone of modern educational structure.

NEED AND SIGNIFICANCE OF THE STUDY

Books are the most reliable and easiest means to access the treasury of wisdom. Therefore pupils must have a library system where information is systematically arranged and made easily available so as to ensure their growth and development. The government has enacted RTE (Right to Education) and likewise the right to access information (RTI) which are considered to be the basic rights of an

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individual to acquire knowledge in a democratic society. Libraries are important because they are the reservoirs of knowledge and also the powerful contributors to the spread of education. Library is an essential part of an educational programme to sharpen the intelligence, unfold the mysterious faculties of mind and train the individual which enable them to live better in a civilized society.

The role of the school library is to provide the students with a vast knowledge of necessary things and bring about such an all round development of the students so that they are able to lead a successful life. Library is an inevitable part of a school and sufficient attention should be directed towards its proper organization, management and development. The experiences of our ancestors are gathered in the form of books which may not perish at all. Hence collection of books and good management of libraries has become important. Whatever is learned according to our taste and self efforts will be everlasting. Since the whole atmosphere of the school is related with education, a library creates such a suitable atmosphere for the acquisition of knowledge. Reading of various books enables the children to become good citizen.

As per 7th All India School Education Survey (AISES), 70,090 (77.24%) secondary schools and 39,301 (89.59%) higher secondary schools are having library facility whereas in 6th Survey out of 65564 secondary schools the percentages for secondary and higher secondary schools were 80.65% and 90.21% respectively. 73.99% of rural secondary schools are having library facility, whereas 84.85% of urban secondary schools have library facility. Similarly, 87.21% of rural higher secondary schools have library facility as against 92.17% of urban higher secondary schools. In secondary and higher secondary schools having library facility a proportion of 14.98%

secondary schools and 41.03% higher secondary schools have full time librarian. Only 10.67% secondary schools and 12.49% higher secondary schools have part-time librarian. In secondary schools having library facility, the largest proportion of schools, i.e. 32,615 (46.53%) schools are having more than 5,000 books. Only 2,700 (3.85%) schools have more than 5,000 books. Among higher secondary schools having library facility, the largest proportion of schools, i.e. 10,126 (25.77%) schools have 2,001 to 5,000 books. Only 7,190 (18.29%) schools have more than 5,000 books.

The contributions of school library in improving the quality of education are well acknowledged all over the world. The library facilities are implemented in the Higher Secondary schools of Kerala with this objective - 'Catch them at an early stage', 'Catch in the young'. In the school education, library is an indispensable unit of informal education to open new area of knowledge. It cultivates the habit of reading among the children. General awareness of students and reading habits are increasing day by day. But unfortunately it is seen that there is the scarcity of library facilities and the lack of encouragement from the authorities for the proper utilization of libraries. This necessitates this study.

1. To find out the nature and extent of facilities in school libraries of Higher Secondary schools in Kannur district.

2. To estimate the extent of availability and utilization of library resources by the students and teachers of the Higher Secondary schools in Kannur district.

3. To find out major suggestions made by the stakeholders for effective utilization of Higher Secondary schools library facilities.

METHOD ADOPTED

For the present study the investigator adopted survey method.

SAMPLE FOR THE STUDY

The sample consisted of 150 Teachers, 300 students of XI/ XII standards, 30 Librarians, and 30 Principals randomly selected from Government and aided I Higher Secondary schools in Kannur District.

TOOLS USED

The investigator prepared four questionnaires i) for the Librarian, ii) for the Principal, iii) for the Teachers and iv) for the students.

STATISTICAL TECHNIQUES

The data obtained from the respondents were analyzed using percentage analysis.

MAJOR FINDINGS OF THE STUDY

The study revealed that 27% (8) Higher Secondary schools in Kannur district have the specified separate room for library. 73% (22) schools do not have separate room for the library. Aided and Government schools are almost similar in the case of specified rooms. Physical facilities such as ventilation facilities, shelves, benches, desks, and chairs are adequate in almost all the Government and Aided schools. Electricity facilities are available in 83% (25) and Electric connection is not there for 17% (5) schools.

The study found that 57% (17) of the schools have separate seating arrangement for the Librarian and 43% (13) schools have separate seating arrangement for the librarian. Only 30% (9) schools have separate reading rooms. Majority of the Higher Secondary schools 70% (21) have separate reading rooms. 14 Govt. schools out of 19 do not have separate reading rooms. It is found that majority of the schools 83% (25) maintain

General stock register in the library, while only 17% (5) schools do not maintain General stock register in the library. At the same time only a few number of schools 30% (9) have maintained subject wise register. Almost all the schools 90% (27) have maintained issue register for students. Likewise majority of the schools have maintained 83% (25) issue register for the teachers. Only a few number of schools 20% (6) have maintained Author wise register.

Regarding the number of books, 70% (21) of the schools have books less than 1200. Only 30% (9) of the schools have books more than 1200. It indicates that the books are out of reach for many students. Hence the number of books in the Higher Secondary School libraries is not satisfactory. The largest collection of books are in English language 97% (29). Other language books in libraries are Malayalam 93% (28) and Hindi 90% (27). But as far as other languages books such as Sanskrit, Arabic and Urdu are concerned, only a very few schools 20% (5) have such language books. Normally most of the students are in need of Malayalam, English and Hindi. So the result is satisfactory. The study found that all Higher Secondary schools do not have enough books for reference. 90% (90) schools have dictionaries. But only 27% (8) schools have Encyclopedia for reference and only 23% (7) schools have Year book and Quiz books. The study reveals that collection of reference books in the Higher Secondary schools in Kannur district is not satisfactory and has to be improved. The study also found that collection of English-Malayalam, Hindi-Malayalam dictionaries are available in 90% (27) of the schools. But as far as other dictionaries such as Sanskrit-Malayalam, Urdu-Malayalam, English-English and Malayalam-English are concerned their collection is very poor 3% (1). The collection of dictionaries other than English-Malayalam and Hindi-Malayalam are not

satisfactory in almost all the Higher Secondary schools in Kannur district. Only 47% (14) schools in both the Govt. and Aided sector have the newspaper facilities. The availability of periodicals such as weeklies and biweeklies is up to 40% (12) in both the Govt. and aided Higher Secondary schools. It is found that majority of the Higher Secondary schools do not have adequate number of newspapers and periodicals.

The study revealed that 60% (18) of the librarians were appointed as per the decision of the staff council, 30% (9) librarians were appointed because of the self-interest. Only 10% (3) librarians were appointed due to the compulsion of the Principal. It is found that 13% (4) of the librarians teach more than 22 periods in a week. 20% (6) of the librarians teach in between 16-22 periods. Majority of the teachers-in-charge of the library teach less than 15 periods in a week. When teaching periods become less than 15 they will be able to manage the library affairs without much difficulty. In most of the schools 67% (20) Junior Higher Secondary School Teachers are given the charge of the library.

It is found that majority of the students 62% (187) in the Higher Secondary schools are not at all utilizing the school library. 38% (113) of the students make use of the library facilities. Subject wise books used by the students are comparatively less. 37% (110) of the students use Science books. Malayalam, English and Hindi books are used by 4% (102), 27% (81) and 25% (76) respectively. The subject books like Commerce and Humanities are used by a very less number of students. Commerce subject books are used by 14% (43) students and Humanities subject books are used by 9% (26) students. The study found that the utilization of non-subject books is very poor among Higher secondary school students. 33% (98) of students use story books, while 29% (87) of

the students use books on General Knowledge. Novels are read by 25% (76) of students, Drama are read by 5% (14) of students, Biographies are read by 6% (19) of students and Autobiographies are read by 3% (9) of students.

The study revealed a surprising fact that school library utilization among Higher Secondary school teachers is comparatively less. Only 42% (64) of the teachers make use of the school library while majority of the teachers 58% (86) do not make use of the school library. The study revealed that daily utilization of school library among teachers is only 13% (19) and weekly reference habit among teachers is 30% (45). The study revealed that students are of the opinion that they do not get proper support from their teachers related with utilization of school library. The following analysis substantiates this view. 32% (96) of the students opine that teachers ask them to utilize library facilities. 23% (70) of the students opine that teachers request them to maintain records of the library utilization. 8% (24) of the students opine that teachers give them directions related with library. 33% (100) of the students opine that teachers give assignment which needs library reference.

The study found that the steps taken by the teachers to initiate the students for the utilization of the library are not up to the mark. Only 8% (12) of the teachers give assistance in selecting valuable books while 25% (38) of the teachers compel the students to utilize the library facilities. 47% (70) of the teachers ask the students to take notes of library reference, while 50% (75) of the teachers give homework based on library reference. The study revealed that in 97% (29) of the schools students select the books themselves from the shelves of the library, while in 3% (1) of the schools teachers give the books to the students on class basis or so. Nearly 50% (15) of the schools, issue library books once in a week, while no schools issue books 4 days in a

week. 17% (5) of the schools issue books daily, while 27% (7) of the schools issue books twice in a week. Very few 10% (3) issue books thrice in a week. 53% (16) of the schools issue 2 books at a time, while 47% (14) of the schools issue only 1 book at a time. 2 books may be issued at time for effective utilization of library unless books are issued

Majority of the students 70% (210) complain that they do not have a fixed period for library utilization. 47% (140) of the students complain that books which are in need of them are not available in the school library. 9% (28) of the students complain that books in the school library are outdated and no specific assistance or help is

received from their Teachers. 40% (121) of the students complain that adequate subject books are not available in the library. 47% (141) of the students complain that academic work load adversely affect the effective utilization of library. 25% (76) students complain that shortage of general books prevent them from utilizing the school library.

SUGGESTIONS OF VARIOUS STAKEHOLDERS

The study has collected suggestions from different stakeholders, which includes the principals, teachers and student to improve the condition of the school library. Table 1 shows the details of suggestions proposed by students.

Table 1.
Suggestions put forward by Students

Sl. No.	Suggestions	Number of students	Percentage of students %
1	Separate time for utilizing library is needed	120	40
2	A full time librarian is required for the library.	106	35
3	Additional new books are to be purchased in the library	113	38
4	Old and outdated books in the library should be replaced with new one.	26	17
5	There is need for well equipped room for the library to ensure its effective utilization.	92	31
6	There must be system for issuance of available books in the library	122	41
7	Separate reading room is required	192	64
8	Teachers should give proper directions and help for library usage.	38	8

N=300

Suggestion given by the teachers in charge of the library to improve the present condition of the library are given Table 2

Table 2
Suggestions put forward by Teachers-In-Charge (Librarians)

Sl. No.	Suggestions	Number of Teacher-in-Charge (Librarians)	Percentage of Teachers in-Charge (Librarians) %
1	Training related to the Library Management should be given.	30	100
2	A separate period for managing the library affairs is needed.	30	100
3	Adequate number of new books for smooth running of library affairs should be ensured.	30	100
4	Adequate furniture should be provided in the library	24	100
5	There must be effective provisions for utilizing the fee collected from the students.	30	80
6	Spacious rooms for running the school library are required.	27	100
N=30			90

In order to eliminate the felt problems related to the utilization of library, principals of the different schools have proposed a few suggestions which are given in table 3.

Table 3.
Suggestions put forward by the Principals

Sl. No.	Suggestions	Number of Principals	Percentage of Principals %
1.	A permanent full time Librarian is needed.	30	100
2.	Adequate fund should be made available for the smooth functioning of the library	27	90
3.	Adequate furniture for the functioning of the school library is required.	25	83
4.	separate reading room should be there.	21	70
5.	Separate period should be allotted for library utilization	13	43
N=30			

In addition to the suggestions given by students, librarian and principals, the teachers of the school have also made some suggestions to improve the utilization of school library. They are presented in Table 4

Table 4
Suggestions given forward by Teachers

Sl. No.	Suggestions	Number	Percentage %
1.	Qualified full time librarian should be appointed in Higher Secondary schools.	150	100
2.	New books should be made available in the Library	121	81
3.	Students should be given separate period for library reference	93	62
4.	School library should be arranged based on the subject categorization of books.	72	48
5.	There should be separate reading room in the school.	134	89
N=150			

CONCLUSION

From the study, it is found that no qualified librarians have been appointed so far in the Higher Secondary Schools even though Higher Secondary Education started in Kerala in the year 1990. It is observed that no enough fund has been allocated for the development of library in Higher Secondary Schools so far. In the absence of basic physical infrastructure, the teachers in charge of the library find it difficult to maintain the books available in the school. The absence of a well equipped library and reading room with a variety of journals and periodicals highlights the pathetic condition of the Higher Secondary Education in the state of Kerala. For ensuring quality input among the learners and imparting quality education, immediate attention should be given to improve the existing library facilities in Higher Secondary Schools. The authorities should consider this deplorable situation and focus on the development and implementation of policy on librarians in Higher Secondary schools.

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Achievement Motivation : A Study among B.Ed. Students

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ABSTRACT

The major objective of the study was to find out whether there is any significant difference in the mean scores of Achievement Motivation of B.Ed. students with respect to Gender, Locale, Type of College, subject and Educational qualification. The sample consisted of 1000 B.Ed. students from various colleges of Education in Tirunelveli, Tuticorin and Kanyakumari districts. The investigator used the Achievement Motivation scale, developed by Das and Mohan (2002). The findings of the study revealed that there is no significant difference in the Achievement of B.Ed. students with regard to their background variables.

INTRODUCTION

The term achievement motivation refers to motivation stemming from a desire to perform well or a striving for success. It is evidenced by effort and persistence in the face of difficulties. It is regarded as a central human motivation and is a key determinant of aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. Such behaviour is called being achievement-oriented. Motivation to achieve is instigated when an individual knows that he or she is responsible for the outcome of a venture and anticipates explicit knowledge of results that will define that venture as a success or failure.

NEED AND SIGNIFICANCE OF THE STUDY

Indian Education Commission (Kothari Commission) 1964 -1966, rightly remarks in the initial paragraph of the report that "the destiny of the nation is being shaped in her class rooms." This shows the importance of the teachers as a moulder. The wider meaning of a teacher includes not only persons who teach but also equipped with diversified skills and personality traits. The definitions of education are not limited with mere instruction, rather it is an activity which helps to acquire varied life skills.

Fulfilling the needs and demands of the education programme has become a major task for the teacher training institutions. The teachers are not only trained with new methodology and pedagogy, but they are also well trained and learned the modern education theories and the psychology of the present new generation learners. The curriculum designed for the student teachers in India at present fulfills these requirements.

From the experience the investigator found that the present day student teacher are poorly motivated. Lack of achievement motivation is a threat. Future generation will be badly affected unless right strategies and measures are taken to improve the situation. The present study is an attempt to find out the achievement motivation among the B.Ed. students.

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OBJECTIVE

To find out whether there is any significant difference in the mean scores of Achievement Motivation of B.Ed. students with respect to

- i. Gender
- ii. Locale
- iii. Type of College
- iv. Optional Subject and
- v. Educational Qualification

HYPOTHESIS

There is no significant difference in the mean scores of Achievement Motivation of B.Ed. students with respect to

- i. Gender
- ii. Locale
- iii. Type of College
- iv. Optional Subject and
- v. Educational Qualification

METHOD

The investigator has used Normative survey method to conduct the study.

SAMPLE

The sample was randomly selected from sixteen Colleges of Education of Tirunelveli, Tuticorin and Kanyakumari districts affiliated to the Tamilnadu Teachers Education University. The investigator collected a sample of 1000 B.Ed. students from various colleges of teacher education of Tirunelveli, Tuticorin and Kanyakumari districts.

TOOL USED

To measure the Achievement Motivation of the B.Ed. Trainees, the investigator used the Achievement Motivation scale, developed by Das and Mohan (2002).

RESULTS AND DISCUSSION

Difference in mean scores of male and female B. Ed. students in their Achievement Motivation.

Table 1

Mean and Standard Deviation of Achievement Motivation Scores of Male and Female B. Ed. students and calculated 't' value

Achievement Motivation	Male (N=369)		Female (N=631)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
	182.43	20.84	180.77	21.98	1.19	NS

(At 5 percent level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated 't' value (1.19), is less than the table value 1.98 at 5 percent level of significance. Hence, the null hypothesis that there is no significant difference

between male and female B.Ed. students in their achievement motivation is accepted at 5 percent level of significance.

Difference in the mean scores of Rural and Urban B. Ed. Students in their achievement motivation.

Table 2

Mean and Standard Deviation of Achievement Motivation Scores of Rural and Urban College B.Ed. students and calculated 't' value

Achievement Motivation	Rural (N=543)		Urban (N=457)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
	181.99	21.83	180.66	21.26	0.97	NS

(At 5 percent level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated 't' value (0.97), is less than the table value 1.98 at 5 percent level of significance. Hence, the null hypothesis that there is no significant

difference between Rural and Urban B.Ed. students in their achievement motivation is accepted at 5% level of significance.

Difference in the mean scores of aided and unaided colleges B. Ed. Students in their Achievement Motivation.

Table 3

Mean and Standard Deviation of Achievement Motivation Scores of Aided and Unaided Colleges B.Ed. students and calculated 't' value

Achievement Motivation	Aided (N=246)		Unaided (N=754)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
	181.83	20.86	181.24	21.81	0.38	NS

(At 5 percent level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated 't' value (0.38), is less than the table value 1.98 at 5% level of significance. Hence, the null hypothesis that there is no significant difference

between aided and unaided college B.Ed. students in their achievement motivation is accepted at 5 percent level of significance.

Difference in the mean scores of Arts and Science B. Ed. Students in their Achievement Motivation.

Table 4

Mean and Standard Deviation of Achievement Motivation Scores of Arts and Science B.Ed. students and calculated 't' value

Achievement Motivation	Arts (N=478)		Science (N=522)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
	180.44	21.19	182.25	21.91	1.33	NS

(At 5 Percent level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated 't' value (1.33), is less than the table value 1.98 at 5 percent level of significance. Hence, the null hypothesis that there is no significant difference between the Arts and Science B.Ed. students in their achievement motivation is accepted at 5% level of significance.

Difference in mean scores of graduate and postgraduate B. Ed. Students in their Achievement Motivation

Table 5
Mean and Standard Deviation of Achievement Motivation Scores of graduate and Postgraduate B.Ed. students and calculated 't' Value

Achievement Motivation	UG (N =595)		PG (N =405)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
	180.41	21.62	182.82	21.45	1.74	NS

(At 5 percent level of significance, the table value of 't' is (1.98))

It is inferred from the above table that the calculated 't' value (1.74), is less than the table value 1.98 at 5 percent level of significance. Hence, the null hypothesis that there is no significant difference between graduate and postgraduate B.Ed. students in their achievement motivation is accepted at 5 percent level of significance.

CONCLUSION

The findings of the study revealed that there is no significant difference in the Achievement motivation of B.Ed. students with respect to gender, locale, type of college, optional subject and educational qualifications. Michael Jordan said his view on Achievement Motivation as "I have failed over and over in my life and that is why I succeed".

Hence High Achievement always takes place in the framework of Achievement Motivation.

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A Study on the Relationship between Achievement Motivation and Achievement in Biology of Higher Secondary Students in Kannur District

Prasida M.P

ABSTRACT

This study determines the relationship between Achievement Motivation and Achievement in Biology of Higher Secondary Students in Kannur District. The investigator used survey method for the study. The data was collected using a questionnaire for Higher Secondary Students from Government Schools of Kannur District. The statistical techniques used for the study are mean, standard deviation, correlation and t test. The study revealed that significant correlation occurs between Achievement Motivation and Achievement in Biology but the correlation is negligible.

INTRODUCTION

Modern cyber era is full of competition. In this age every one has developed a competitive spirit to compete with others to achieve life goals. The academic achievement seems to be one of the predictors of people's success in general and pupil's success in their career in particular. Hence it is noted that academic achievement is an outcome of the education provided to the children in school which is determined by grades or marks secured by students in the examination. Achievement is an end product of level and its level of performance are affected by various factors. Over the years behavioural scientists have observed that some

people have an intense need to achieve, others perhaps the majority do not seem to be as concerned about achievement. This phenomenon has fascinated David Mc Clelland (1953).

NEED AND SIGNIFICANCE OF THE STUDY

Academic Achievement is the prime concern of psychologists, educators, learners as well as parents. Achievement in biology is of key importance at the higher secondary level since it provides a base for higher studies which is inevitable for admissions of various medical profession. So achievement in biology at this stage has to be scrutinized. Almost all recently generated science teaching strategies insist on the importance of developing the creative talents of the learner concerned. Review of related literature shows that achievement in science depends upon the motivational variable achievement motivation. Some of the great scientists had no remarkable records even though they were intelligent and creative. The accomplishments of such renowned scientists were generated from their self motivation. Thus achievement motivation provides an explanation for the resourceful nature of an individual and the way he uses these resources to achieve higher level of excellence. But it rarely manifests itself uniformly across different achievement domains. Students

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typically show greater motivation to perform well in some subjects than others (Schunk 1996). Since the achievement motive varies with the domain, how well such a global trait predicts achievement in biology is questionable. Thus on the strength of the theories and related literature on the topic, the investigator decided to study the relationship between achievement motivation and achievement in biology of higher secondary students in Kannur district.

OBJECTIVES

1. To find out the Achievement Motivation of Higher Secondary Students.
2. To find out the relationship between Achievement Motivation and Achievement in Biology of Higher Secondary Students for the total sample.

HYPOTHESES

1. The Achievement Motivation of majority of higher secondary students is low.
2. There exists no significant difference in Achievement Motivation of higher secondary students with respect to gender.
3. There is no significant correlation between Achievement Motivation and Achievement in Biology of Higher Secondary Students.

METHOD

The investigator adopted normative survey method for the study.

Table 1
Data and Results of Achievement Motivation of Higher Secondary Students for the total sample.

Categories	Number	%
High	35	20.5
Average	101	59.5
Low	34	20

It is evident from Table 1 that out of 170 Higher secondary students, 20.5% were with high

achievement motivation, 59.5% were with average achievement motivation and 20% of students were

SAMPLE

The sample consisted of 170 higher secondary students from two schools in Kannur Dist. The investigator adopted stratified random sampling technique.

TOOLS USED

Achievement Motivation Scale for Higher Secondary Students.
Achievement test in biology.

STATISTICAL TECHNIQUES USED

Arithmetic mean
Standard Deviation
Correlation coefficient
t - test

RESULTS AND DISCUSSION

The data in the following table give the relationship between Achievement Motivation and Achievement in Biology among Higher Secondary Students

ANALYSIS OF ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY STUDENTS FOR THE TOTAL SAMPLE

In this section an attempt was made to categorize the students as high, average and low Achievement Motivation. This was done by calculating the scores of achievement motivation by working out the mean and standard deviation.

Analysis of Achievement Motivation of Higher Secondary Students with respect to Gender.

Table 2

Data and Results of Achievement Motivation of Higher Secondary Students with respect to Gender

Categories	Boys		Girls	
	No	%	No	%
High	27	27.3	8	11.3
Average	57	57.5	44	61.9
Low	15	15.2	19	26.8

Table 2 shows that out of 99 boys 27.3% were with High Achievement Motivation, 57.5% were with Average Achievement Motivation and 15.2% were with Low Achievement Motivation. In the case of girls 11.3% were with High Achievement

Motivation, 61.9% were with Average Achievement Motivation and 26.8% were with Low Achievement Motivation. Among the higher secondary students majority of the boys and girls were found with Average Achievement Motivation.

Relationship between Achievement Motivation and Academic Achievement of Higher Secondary Students for the total sample.

The relationship between the achievement motivation and academic achievement of higher secondary students was analyzed by calculating the

correlation co-efficient of these two variables for the total sample and the sub samples.

Table 3

Relationship between Achievement motivation and Achievement in Biology of Higher Secondary students with respect to total sample

Variables	Number	r
Achievement motivation	170	0.004
Achievement in Biology		

❖ Significant at 0.05 level

Table 3 shows that correlation between Achievement Motivation and Achievement in Biology of Higher Secondary Students is 0.004. The value of correlation for 168 degrees of freedom was 0.004, which is significant at 0.05 level. The

relationship between Achievement Motivation and Achievement in Biology can be verbally described as indifferent or negligible, and is positive. Hence an increase in Achievement Motivation results in corresponding increase in Achievement in Biology.

CONCLUSION

The findings revealed that Achievement Motivation has a positive influence on Achievement in Biology. Additional studies are necessary to investigate gender differences in Achievement Motivation across all age levels. Parents and other family members play a key role in the education of children. Parents and teachers must provide opportunities to develop achievement motivation in their children. The planning of curriculum should be in such a way that it should develop achievement motivation in children.

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Personality Patterns And Social Skills of Institutionalized Deprived And Normal Family - Reared Students

Dr. M. K. S.

ABSTRACT

Personality is the way a person behaves and the presence of personality is found in the interplay of persons and their environment. The personality of an individual is shaped by interaction of the individual with his environment. This study is an attempt to explore the Personality Patterns and Social Skills of Institutionalized deprived and Normal family-reared students. Personality inventory and social skills scale were used to collect data from a sample of 300 high school students from various schools and destitute homes in Kanyakumari District. The personality and social skills of institutionalized deprived students were found to be highly distorted. This may be because they are deprived of their psychological needs such as love and affection. Destitute homes should take proper steps to develop good personality traits and social skills of the deprived students.

INTRODUCTION

Social psychologists strongly emphasise that early childhood experience especially those within the family mould the personality of the individual. Good environment plays an important role in the life of the children. Nobody can deny the role of parents in development of personality of children. But unfortunately because of parental deprivation some children are reared in destitute homes or orphanages. This group of children is termed as institutionalized deprived children.

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whenever they are confronted with a problem. When an individual lives with his family, whatever problem arises the guidance is supposed to be provided by the family. But when an individual is institutionalized deprived he/she faces different circumstances every day. Surprisingly, these circumstances may be problematic to one individual and may be nothing to another.

Institutional life does not provide the quality of life to the children, or the experiences they need to be healthy, happy, fully functioning adults. In group care, the child's needs are secondary due to the requirements of the group routine. Relationships between adults and children are usually superficial and brief, with little warmth and affection. An institutionalized authority does not connect emotionally or physically with the children in quite the same way that families connect with the children. Similarly, in institutional life the children do not get chance to perform some of the personality and social skill functions that are indispensable for normal life. Thus some basic questions which call for satisfactory empirical answers in the present day society are, Does the substitute environment of the destitute home take the place of warm family environment? Does institutional care make any difference to the personality and social skills of the children who are deprived of emotional rearing of parents? The present study has been conducted to find answers to these questions.

OBJECTIVES

1. To compare the mean scores of personality patterns of institutionalized deprived and normal family-reared high school students
2. To compare the mean scores of social skills of institutionalized deprived and normal family-reared high school students

3. To study whether there is any significant correlation between personality patterns and social skills of institutionalized deprived and normal family-reared high school students.

HYPOTHESES

There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared students.

There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared students.

a) METHOD

Normative survey method was employed in this study.

b) SAMPLE

The sample consisted of 300 high school students from Kanyakumari district, of which 150 are institutionalized deprived students and 150 are normal family-reared students..

c) TOOLS

Personality Inventory (Prepared by Rajendran and Bright-2011)

Social skills scale (Prepared by Shobha and Sobha)

d) STATISTICAL TECHNIQUES

For analyzing the data, the following statistical techniques were employed.

Arithmetic Mean.

Standard deviation.

't'- test.

Pearson's Product moment coefficient of correlation.

RESULTS AND DISCUSSION

Table 1
Comparison of Mean Scores of Personality Patterns of Normal Family-reared and Institutionalized Deprived Students.

Category	Mean	SD	N	t	P	Level of significance
Normal Family-reared	126.81	13.72	150	2.28	0.023	0.05
Institutionalized deprived	131.29	19.77	150			

Table 2
Comparison of Mean Scores of Social Skills of Normal Family-reared and Institutionalized Deprived Students.

Category	Mean	SD	N	t	P	Level of significance
Normal family-reared	51.99	8.22	150	1.34	0.180	NS
Institutionalized deprived	50.61	9.53	150			

Table 3
Pearson's Correlation between Personality Patterns and Social Skills of Institutionalized Deprived Students and Normal Family-reared Students

Category	Pearson correlation	p	Remark
Deprived Students	-0.104	0.205	NS
Family-reared Students	0.033	0.688	NS

It is inferred from the above table 1 that the calculated 't' value (t=2.28, p<0.05) is significant at 0.05 level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared students." is rejected. It is

inferred from table 2 that the calculated 't' value (t=1.34, p>0.05) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared students" is accepted. The correlation

co-efficient between personality patterns and social skills of Institutionalized deprived student is ($r = 0.104$) which is not significant at any level. The correlation co-efficient between personality patterns and social skills of normal family reared students is ($r = 0.033$) which is not significant at any level.

CONCLUSION

The personality and social skills of institutionalized deprived students were found highly distorted. They possessed more negative personality and social skill characteristics. The mean scores of institutionalized deprived students were more than the normal subjects. The destitute students are less interpersonal skill, less independent and less dominant than the normal subjects. This may be because they are deprived of their Psychological needs such as love and affection. There is an imbalanced correlation between personality patterns and social skills of institutionalized deprived children. Hence there is an imperative need to enhance their social skills. The destitute homes concerned should take proper steps to develop personality patterns and social skills among the deprived students. Psychologically these children need love, security, praise and recognition. Being deprived of family protection, these children are compelled to live under suppressed conditions. For wholesome healthy personality and social skills development they need

encouragement and proper reinforcement from the custodians.

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Positive Discipline in Classrooms: An Alternative to Sparing the Rod and not Spoiling the Child

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ABSTRACT

Corporal punishments in schools are so prevalent in the society that even the child on whom it is inflicted considers it as the only method of disciplining him. It affects the child's mental status; consequently it reflects aversion even in doing any academic work. Many alternatives are available in the sphere of the punishing students like identification of academic and behavioral issues, providing social skills training, positive reinforcement techniques, positive discipline methods and counseling and guidance. Among the various alternatives available positive discipline in schools are considered as most effective. On the basis of psychological principles advocated by famous psychologists viz, Adler, Velsen, Lott and Glenn developed positive discipline methods in classroom which when implemented properly can avoid using of corporal punishments in schools to a great extent. They suggested three perceptions and four skills which are called significant seven which creates a confidence within the child, combined with classroom meetings termed as eight building blocks which help to overcome many problems in classroom.

INTRODUCTION

Corporal punishments against children have received support for thousands of years from now.

In every place where the children are meant to be safe and protected they are subjected to gruesome punishments in the name of discipline. Punishing children is regarded as normal and acceptable in all settings-whether in the family or in institutions. It is often considered as necessary for children to grow into competent and responsible individuals. It is so infused into the system that even the children who are being inflicted with these punishments consider them as most acceptable form of disciplining. They are unaware of the fact that it is against the rights of children and so also does not feel the importance to report the incident to authorities. It is widely used by teachers and parents regardless of its evident lack of effectiveness, and potentially deleterious side effects.

MEANING OF CORPORAL PUNISHMENTS IN SCHOOLS

The UN Committee on the Rights of the Child defines corporal punishments as follows: the Committee defines "corporal" or 'physical' punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ('smacking', 'slapping', 'spanking') children, with the hand or with an implement -a whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing



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children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In the view of the Committee, corporal punishment is invariably degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child. Keeping with the provision of the RTE Act corporal punishment could be classified as physical punishment, mental harassment and discrimination.

Physical punishment is any action that causes pain, hurt/injury and discomfort to a child, however light.

Mental harassment is any non-physical treatment that is detrimental to the academic and psychological wellbeing of a child.

Discrimination is prejudiced views and behaviour towards any child because of her/his caste/gender, occupation of his parents or region.

WHAT ARE THE ALTERNATIVES TO CORPORAL PUNISHMENTS IN SCHOOLS?

Owing to the negative effects of corporal punishments many people advocate against using corporal punishments in schools. They suggest some alternatives to using corporal punishments like:

Help students achieve academic success through identification of academic and behavioral issues or challenges and strengths leading to effective instructional interventions and supports.

Provide social skills conflict resolution, self-regulation and pro social skills, and problem-solving training.

Use of positive reinforcement techniques which reduces the frequency and extent of student

misbehaviour. Teachers can reward students in a variety of ways like praise a pupil in front of the student's classmates or other instructors or give special awards to children who perform well.

Using positive discipline methods in classroom to improve the behaviour of students.

Providing counseling and guidance to students for reasons outside of the control of teachers.

Among the many alternatives available to corporal punishments in schools, positive discipline is considered to be most effective. The positive discipline philosophy is based on work from Albert Adler, who believed that humans, including children, are primarily social beings. Adler believed that humans make most of the decisions based on their need to belong in a relationship and belong in a family, classroom, peer group etc.

WHAT DOES POSITIVE DISCIPLINE IN CLASSROOMS MEAN?

Nelsen, Lott and Glenn's main contribution is an approach to discipline that emphasizes students ability to control themselves co-operate, assume responsibility and behave in a dignified manner. They believe that these desirable traits grow especially well in groups where positive discipline concepts are discussed and practiced in regular class meetings. They suggest that concerns of students or teacher be written into a notebook and be made agenda items for class meetings. In these meetings, everyone attempts to resolve problems in a manner satisfactory so all concerned involvement in that process teaches students important life skills.

Positive discipline consists of methods that involve students in focusing on solutions instead of being the recipients of punishments and rewards. The positive discipline vision is about schools where children never experience humiliation when they fail but instead feel empowered by the opportunity to learn from their mistakes in a safe environment.

IMPORTANT SEVENS

Nelsen, Lott and Glenn have identified three perceptions and four skills that contribute to the benefits of Positive Discipline in the classroom. They call these perceptions and skills the seven which is described as follows:

Three empowering beliefs that help children succeed in school and in life

I AM CAPABLE

To develop a belief in their own personal ability, young people need a safe climate in which they can explore the consequences of their choices when in our without judgments about success or failure without blame, shame, or pain.

I CAN CONTRIBUTE IN MEANINGFUL WAYS, AND I AM GENUINELY NEEDED

To develop the belief in their significance in primary relationships, young people need the experience of having others listen to their feelings, thoughts and ideas and take them seriously.

I CAN USE MY PERSONAL POWER TO MAKE CHOICES THAT POSITIVE INFLUENCE WHAT HAPPENS TO ME AND MY COMMUNITY.

Many teachers fail to understand that students have personal power and will use it in one way or another. If they are not given opportunities to use it in productive ways they will probably use it in destructive ways.

Four empowering skills that help children succeed in school and in life

I CAN HAVE DISCIPLINE AND SELF CONTROL (INTRAPERSONAL SKILL)

A positive discipline classroom is an excellent place where students can name and claim their feelings and develop empathy and compassion. Children listen when they are listened to.

I CAN WORK RESPECTFULLY WITH OTHERS (INTERPERSONAL SKILL)

A positive discipline classroom provides the best possible opportunity for young people to develop social skills through dialogue and sharing, listening and empathizing, co operating, negotiating, and resolving conflicts.

I UNDERSTAND HOW MY BEHAVIOUR AFFECTS OTHERS (STRATEGIC SKILL)

A positive discipline classroom is a place where students can respond to the limits and consequences of everyday life with responsibility, resilience and integrity.

I CAN DEVELOP WISDOM AND JUDGMENT SKILLS THROUGH DAILY PRACTICE (JUDGMENTAL SKILL)

Young people develop judgment skills only when they have opportunities to evaluate problems by being socially conscious and aware of what is happening around them.

EIGHT BUILDING BLOCKS IN EFFECTIVE CLASS MEETINGS

Class meetings are the primary venue for identifying and implementing the caring, supportive and co operative climate desired in the Positive Discipline in the Classroom. Nelsen, Lott and Glenn suggest that, teachers involve students in classroom meetings as often as feasible. They maintain that training in eight building blocks for effective class meetings is the surest route to the kind of classroom climate desired by students and teachers. Each of the building blocks focuses on a particular skill. It takes about two hours to introduce the eight building blocks to students. After that, about four additional class meetings will be needed to give adequate attention to what they entail.

FORM A CIRCLE

The first step in implementing class meetings is to establish an atmosphere that allows everyone an equal right to speak and be heard. A circular seating arrangement serves best.

PRACTICE COMPLIMENTS AND APPRECIATIONS

Class meetings should be started on a positive note, which can be accomplished by having students and teacher say complimentary things to each other. Practice helps in overcoming the difficulty of students in giving and receiving compliments.

CREATE AN AGENDA

All class meetings should begin with a specific agenda. The class meetings will address only the concerns that appear in the notebook.

DEVELOP COMMUNICATION SKILLS

Nelsen, Lott and Glenn suggest a number of activities for developing communication skills, such as taking turns speaking, listening attentively to what others say, learning to use 'I'- statements, seeking solutions to problems rather than placing blame on others, showing respect for others by never humiliating or speaking judgmentally about them, learning to seek and framing conclusions in the form of "we decided", showing it was a group effort and conclusion.

LEARN ABOUT SEPARATE REALITIES

In these building blocks teachers focus on helping students understand that not everyone is same or think the same way. Nelsen, Lott and Glenn describe an activity that poses problems situations involving turtles, lions, eagles and chameleons. Students discuss how each would probably feel, react, and deal with the problem. This can help students see that different people perceive situations, feel and react in different ways.

RECOGNIZE THE FOUR REASONS PEOPLE DO WHAT THEY DO

Ask students if they've ever wondered why people do what they do and if they would like to learn more. The things we do when we believe we don't belong and aren't important are often mistaken ways (or mistaken goals) of finding belonging and importance. They are called mistaken goals because they don't really help us achieve what we want. Thinking or deciding, feeling, behaviour and mistakes goals are used in the mistaken goal chart.

PRACTISE ROLE-PLAYING AND BRAINSTORMING

By the third class meetings, students usually begin to consider problems and seeking solutions to them. For exploring problems in a tactful manner : (1) discuss the key elements of the problem situation (2) have students act out roles involved in the problem (3) brain storm a number of possible solutions to the difficulty or problem and allow students to select a solution they believe will work best.

FOCUS ON NON-PUNITIVE SOLUTIONS

Ask the students things related to punishment, how they feel and write their answers on the board. Then ask how they feel when someone is kind to them also write those on board. Use comparison to draw attention to the value of encouragement versus punishment.

Nelsen, Lott and Glenn call three R's of good solutions to help students, so that they behave more appropriately instead of punishing them. Explain that what you will do to help will always be related to what they have done wrong, respectful of them as persons, and reasonable.

CONCLUSION

Corporal punishment is a primitive out dated practice which is still prevailing in India in spite of it being banned under the Right to Education Act 2009. Researchers have proved that punishments, reprimands and praise have no positive effect in promoting self directed people. The rate of absenteeism, the consequent mental and physical retardation of the child can be reduced to a great extent if alternatives like positive discipline are properly implemented in schools. Consequently, the child will experience a tension-free environment in schools and can develop into a responsible citizen.

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