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Attoor, Kanniyakumari District, Tamil Nadu.
nvksdcollege@gmail.com

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Editorial

EDUCATORS AS LIFELONG LEARNERS

Education is a continuous and lifelong process. It includes the effect of everything which influences human personality. The personality of the educator modifies the behaviour of the learner so that he/she can make an original contribution to human life according to his/her original capacity. According to Adams, "Education is the conscious and deliberate process by which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge".

It is the teaching community who play a very important role in the transfer of intellectual tradition from one generation to the other. The responsibilities of the educators and their behaviour influence the society. So the present educators as well as the prospective educators need to be lifelong learners in order to develop citizens with adequate knowledge, attitude and skills needed for successful living.

The research papers and articles in this issue focus on the topics such as inclusive practices, social intelligence, linguistic intelligence, communication skills, leadership qualities, attitude towards mobile learning and other such realms of knowledge. It is hoped that these contributions would throw light on the educators at all levels to enrich themselves in terms of research and information gathering to be lifelong learners.

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AWARENESS OF EARLY CHILDHOOD EDUCATORS ON INCLUSIVE PRACTICES

* Dr. S. Sreekala

ABSTRACT

The present study was conducted to find out the level of awareness of early childhood educators about the inclusive practices. The study was carried out on a sample of 200 early childhood educators working in ICDS centres and preschools in Kanyakumari district. *The Inclusion Awareness Test (Sreelatha, 2014)* was used by the researcher in order to study the early childhood educators' awareness on inclusive education. The findings of the study revealed that early childhood educators' awareness regarding inclusive practices is insufficient. The results showed their limited knowledge regarding inclusive practices like identification of the children with special needs, the principles of inclusion, assessment and adaptations, teaching strategies and classroom management. The researcher concludes that by

providing pre-service and in-service programmes, early childhood educators can be made knowledgeable in inclusive practices.

INTRODUCTION

Each child requires a safe and nurturing environment to develop optimally. Children with special needs and their families need assistance and early intervention in order to support optimal development of children. 'Inclusion in the early years' implies that children with special needs should have access to mainstream learning environments. Early inclusion accommodates the children with a child-centred pedagogy. The National ECCE Policy visualizes nurturance and promotion of holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualised

* Assistant professor in Education, NSS Training College, Ottappalam.

opportunities for laying foundation and attaining full potential. It is therefore necessary to make all ECCE programmes sensitive and responsive to the special needs of children. Early childhood educators should be trained in identification of needs of the children with special needs, use of age appropriate play and learning materials, making adaptations in the physical environment and counselling of parents. Thus, the sensitization, orientation and training of early childhood educators and other stakeholders become vital and mandatory.

To fulfill these responsibilities, teachers should know everything about their children and recognize their characteristics. Also they should be able to adapt their instruction to the developmental level of each child and use strategies that facilitate teaching in the regular classroom. In a study by Crane-Mitchel and Hedge (2007), it was emphasized that preschool teachers do not understand the characteristics of young children with disabilities and do not have necessary knowledge and skills to meet the special needs of these children. Moreover, the teachers' insufficient skills and experiences with these children lead to reluctance to accommodate children with disabilities in their classrooms (Huang & Diamond, 2009).

NEED AND SIGNIFICANCE OF THE STUDY

The identification of special education needs of children at an early age is crucial to

help them cope with challenges of later life. Teachers are required to have knowledge about identification of needs of the children with special needs and adapt his/her instruction to meet their needs. Furthermore, they are expected to have knowledge and skills in using behavioral interventions and effective classroom management strategies which can play a key role in the quality and success of inclusion (Burke & Shutlerland, 2004; Odom, 2000; Wolery & Wilbers, 1994). Their lack of information in this regard is accepted as a crucial barrier toward effective inclusive practices (Fuchs, 2009-2010; Pivic, McComas, & Laflamme, 2002;). Sadler (2005) stated that teachers' lack of knowledge about inclusion and the characteristics of children with disabilities are the two significant factors that influence their efforts to meet the needs of these children. However, previous literature has frequently emphasized that preschool and elementary school teachers are not adequately prepared to handle children with special needs (Bruns & Mogharberran, 2009; Fuchs, 2010; Hamre, 2004; Martinez, 2003) and they do not have sufficient knowledge and skills to meet the challenges of inclusive classrooms (Batu, 2010; Crane-Mitchel & Hedge, 2007; Gök & Erbaş, 2011;). Although many early childhood teachers accept the educational rights of children with disabilities and the core principle of inclusion—that early childhood learning programmes should provide for the needs of all the children in their centres, regardless of

ability and disability, there remain significant barriers in terms of teacher professional knowledge in achieving these goals. (Agbenyega & Klibthong, 2014) The increasing enrollment of children with disabilities and developmental delays in inclusive settings require special reconsiderations with respect to the scope and depth of early childhood professional development. (Cummings & Sills-Busio, 2015) It is also high time to amend inclusive early childhood teacher education pedagogies. In doing so, it positions teaching and learning processes as sociocultural, historical, and political acts as it inquires into the use of generative text sets in one early childhood teacher education setting (Souto-Manning, 2017).

A review of the related literature leads to the conclusion that unless a conducive atmosphere is set beforehand, it is almost impossible to implement inclusive practices effectively in Early Childhood Education Centres. Any efforts to improve the quality of inclusive practices will prove to be futile without providing appropriate training to handle children with special needs. Therefore, all teachers should be prepared for teaching in inclusive classrooms. However, in order to develop effective teacher training programs that meet their needs, it seems vital to know the early childhood educators' level of awareness related to inclusive practices. Therefore, this study, is aimed to assess the level of awareness of preschool teachers regarding inclusive practices. It is hoped that the findings of this study can lead

professionals, researchers, and policymakers to focus more on organising pre-service and in-service programmes that shall benefit teachers in inclusive preschool settings so that they can deal effectively with the development of their full potentials.

OBJECTIVE OF THE STUDY

To study the level of awareness of Early childhood educators about the inclusive practices

METHODOLOGY IN BRIEF

Method

Normative survey method was used for the study.

Sample

The study was carried out on a sample of 200 early childhood educators working in ICDS centres and preschools in Kanyakumari District.

Tools used

The Inclusion Awareness Test (Sreelatha, 2014) was used by the researcher in order to study the early childhood educators' awareness on inclusive education. It consisted of six dimensions namely awareness about Inclusive practices, characteristics of the children with special needs, the principles of inclusion, assessment and adaptations, teaching strategies and classroom management. The reliability coefficient of the test was found to be 0.84.

Statistical techniques used

The statistical technique used for the study was percentage analysis.

RESULTS AND DISCUSSION

Table 1

Levels of inclusion awareness of early childhood educators

Variables	Levels of awareness	Count	Percent
Awareness about Inclusive practices	Low	132	66
	Moderate	43	21.5
	High	25	12.5
Characteristics of the children with special needs,	Low	102	51
	Moderate	84	42
	High	14	7
The principles of inclusion	Low	133	66.5
	Moderate	49	24.5
	High	18	9
Assessment and adaptations	Low	104	52
	Moderate	76	38
	High	20	10
Teaching strategies	Low	98	49
	Moderate	72	36
	High	30	15
Classroom management	Low	116	58
	Moderate	55	27.5
	High	29	14.5

Results in the table 1 revealed that the early childhood educators' awareness about inclusive practices was insufficient. Also it is revealed that early childhood educators lacked the knowledge and characteristics of children with special needs, the principles of inclusion, the assessment techniques to be followed to

The findings of this study was in line with that of Hammond & Ingalls, 2003, DeSimone & Parmar, 2006 Crane-Mitchel & Hedge, 2007, Bruns & Mogharreban, 2009; Gök & Erbaş, 2011 indicating that preschool teachers lacked the necessary knowledge and skills for teaching in inclusive classrooms.

CONCLUSION

The findings of the study revealed that early childhood educators' awareness

evaluate these children, and adaptations to be followed to accommodate these children in the normal classroom setting. Regarding the teaching strategies, to be adopted and classroom management early childhood educators' awareness was also not sufficient.

regarding inclusive practices is insufficient. The results showed their limited knowledge and skills regarding inclusive practices like identification of the children with special needs, the principles of inclusion, assessment and adaptations, teaching strategies and classroom management. Hence in-service programmes might be organized to equip them with knowledge and skills on inclusive practices. They should be oriented well to handle both normal children and children with special needs in the same learning

environment. Preschool teacher education programmes may be reframed to offer programmes that focus on preparing the early childhood educators to serve children with differential abilities. By improving pre-service

and in-service education programmes in the above said ways early childhood educators can be enlightened about relevant inclusive practices.

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RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND SOCIAL CONSCIOUSNESS AMONG HIGHER SECONDARY SCHOOL STUDENTS

* Sini K.S

** Dr. Amalraj

ABSTRACT

Social intelligence is related with the individual's ability in pertaining one's skills in any social situations in a meaningful manner. i.e. it is related with the awareness of social situations. It is the ability of persons to relate to others, understand them, and interact effectively with them. It is necessary to lead a successful life in the society. It is highly useful in solving the problems of social life; which help in tackling various social tasks and to develop healthy co-existence with others. It is a key element which makes peoples succeed in life. Social Consciousness or social awareness is consciousness shared by individuals within a society. It essentially a means to be conscious or aware of the problems within a society or community. Social awareness thus is the ability of an organism to understand the social network of which it is a part and its ability to act in

congruence with the protocol that governs that network. This study is undertaken to find out the relationship between social intelligence and social consciousness among the higher secondary school students. Normative Survey Method is used for the study. The sample consists of 400 higher secondary school students. The major finding of the study reveals that there exists a significant relationship between social intelligence and social consciousness among the higher secondary school students. It can be concluded that there exists significant difference between male and female students of higher secondary school with respect to social intelligence and social consciousness. The study also found out that there exists no significant difference between arts and science stream students of higher secondary school with respect to social intelligence and social consciousness.

* *Research Scholar, Bharathiar University, Coimbatore.*

** *Professor & Head, M.Ed. Course, SBM College of Teacher Education, Vendar, Kottarakkara, Kollam.*

INTRODUCTION

Education is the development of all those capacities in the individual which enables him to control his environment and fulfill his possibilities (Dewey 1966, p.87). It makes a man self-reliant and selfless. It is education that makes man a real and sensible human being, so that he can fit well in the society. Education is a process of development, in which efforts are made for harmonious development of an individual's personality. It empowers the individual with necessary skills and competencies for achieving important personal and social skills needed for full social development.

Ford & Tisak (1983, P. 197) defined social intelligence in terms of behavioral outcomes and were successful in supporting a distinct domain of social intelligence. They defined social intelligence as "one's ability to accomplish relevant objectives in specific social settings". More recently, Goleman's (2006, p.84) definition divides social intelligence into two broad categories: social awareness and social facility. He defined social awareness as "what we sense about others" and defined social facility as "what we then do with that awareness". Several definitions of social intelligence have been offered by theorists, but all share two common components: a) the awareness of others and b) their response and adaptation to others and the social situations (Dong et al. 2008, P. 162-165). Social intelligence is related with the individual's ability in pertaining his skills in any social situations in a meaningful manner. i.e. it is related with the awareness of social situations. social intelligence thus is the ability of people to relate to others, understand them, and interact effectively with them.

Social consciousness or social awareness is consciousness shared by individuals within a society. It essentially means to be conscious or aware of the problems within a society or community. It can be defined as the ability of an organism to understand the social network of which it is a part and its ability to act in congruence with the protocol that governs that network.

NEED AND SIGNIFICANCE OF THE STUDY

In day-to-day life situations, successful completion of any task depends on one's intelligence. Generally intelligence means "ability to perform a task". To a layman, it conveys the meaning inherent capacity, something that the child inherits from his or her ancestors, which determines the mental growth, which he or she is capable of. At present, intelligence is viewed as a multi-dimensional concept with social intelligence being an important facet of it. Social intelligence thus plays a crucial role in the lives of individuals. It helps the individual to understand other persons, characteristics and rationalize their motives and interpret their emotions and expressions.

Today, in the name of promoting education, all kinds of drastic developments devoid of morality are taking place in the country. There is no trace of humility and discipline which are the hallmarks of true education. In the place of character and good conduct, which should be prevalent among students, we notice today the spread of materialism, ostentation and arrogance amongst them. With the rapid advance of

science and technology in the world, there is a marked decline in peace and security.

Every individual has to recognize his/her duty to serve society and understand that without society he/she cannot lead a better life. Students therefore, should develop social consciousness among them. They should ask themselves how by each of their actions they can promote the welfare of the society rather than the interest of themselves and their families.

In this context social intelligence helps a lot to develop social consciousness among higher secondary school students, because they are supposed to be more conscious about the social issues. The present study therefore is intended to find out whether social intelligence has any significant relationship with respect to social consciousness among higher secondary school students.

OBJECTIVES OF THE STUDY

1. To find out the level of social intelligence among higher secondary school students.
2. To find out the level of social consciousness among higher secondary school students.
3. To find out whether there is any significant difference in the relationship of social intelligence and social consciousness among male and female higher secondary school students.
4. To find out whether there is any significant difference in the relationship of social intelligence and social consciousness among arts and

science stream of higher secondary school students.

5. To find out the nature of relationship between social intelligence and social consciousness of higher secondary school students.

HYPOTHESES OF THE STUDY

1. The level of social intelligence varies among higher secondary school students.
2. The level of social consciousness varies among higher secondary school students.
3. There exists significant difference in the relationship of social intelligence and social consciousness among male and female higher secondary school students.
4. There exists significant difference in the relationship of social intelligence and social consciousness among arts and science stream higher secondary school students.
5. There exists significant relationship between social intelligence and social consciousness among higher secondary school students.

METHODOLOGY IN BRIEF

Method

The investigator has used the Normative Survey Method to find out the relationship between social intelligence and social consciousness among the higher secondary school students.

Sample

The investigators used the stratified random sampling technique and selected a sample of 400 higher secondary school students.

Tools used

The investigator used the following two tools for studying the problem.

1. Social Intelligence Scale was developed and validated by the investigator for measuring the social intelligence.

2. Social Consciousness Scale prepared and validated by the investigator for measuring the social consciousness.

Statistical techniques used

The data collected were analyzed by using descriptive and inferential statistics. The statistical techniques used for the analysis of the data were mean and standard deviation, product moment correlation, Fisher's 'r' test of significance.

RESULTS AND DISCUSSION**Table 1****Level of Social Intelligence among Higher Secondary School Students**

Social Intelligence group	Number (f)	percentage
High Social Intelligence group	89	(22.25)
Average Social Intelligence group	250	(62.5)
Low Social Intelligence group	61	(15.25)

The table 1 reveals that only 22.25% of the higher secondary school students belong to high social intelligence, whereas the remaining of 62.5% of the higher secondary school

students belong to average social intelligence and 15.25% of the higher secondary school students belong to low social intelligence group.

Table 2**Level of Social Consciousness among Higher Secondary School Students**

Social Consciousness group	Number (F)	Percentage
High Social Consciousness group	72	(18)
Average Social Consciousness group	261	(65.25)
Low Social Consciousness group	67	(16.75)

Table 2 reveals that only 18% of the higher secondary school students belong to high social consciousness, whereas the remaining of 65.25% of the higher secondary school students belong to average social consciousness and 16.75% of the higher secondary school students belong to low social consciousness group.

Table 3

Coefficient of correlation between the variables of Social Intelligence and Social Consciousness among Higher Secondary School Students

Sample	r value	Significance of r	SEr	Confidence interval	Shared Variance	Verbal Interpretation
Whole Sample	0.67	18.05	0.02	0.62 0.72	44.89	Substantial/Marked Correlation

From table 3 the coefficient of correlation obtained between the variables is 0.67, significance of r' is 18.05, and the standard error of 'r' is 0.02 which was used to estimate the confidence interval was 0.62 to 0.72. The obtained 'r' has a shared variance 44.89. This indicates 44.89% of the correlation between social intelligence and social consciousness among higher secondary school students is due to the commonness between the variables when tested with the whole sample.

Table 4

Comparison of Correlation Coefficient of Male and Female Samples

Sample	r Value	Z Value	Critical Ratio	Level of Significance
Male	0.69	0.85		Significant at 0.05
Female	0.57	0.65	2.00	level

From table 4 it is observed that the critical ratio of male and female sample is 2.00 which was significant at 0.05 level.

Table 5

Comparison of Correlation Coefficient of Arts and Science stream Samples

Sample	r Value	Z Value	Critical Ratio	Level of Significance
Arts	0.67	0.81		Not Significant
Science	0.56	0.63	1.8	

Table 5 it is observed that the critical ratio of arts and science stream sample is 1.8 which was not significant at 0.05 level. This

MAJOR FINDINGS

From the present study it is found that

1. The level of social intelligence varies among higher secondary school students.
2. The level of social consciousness varies among higher secondary school students.
3. There exists significant relationship between social intelligence and social consciousness among higher secondary school students.
4. There exists significant difference in the relationship of social intelligence and social consciousness among male and female higher secondary school students.
5. There exists no significant difference in the relationship of social intelligence and social consciousness among Arts and Science stream higher secondary school students.

CONCLUSION

The results of the present study reveal that there exists significant difference among male and female students with respect to social intelligence and social consciousness. In general male students are more efficient in exploring real world issues, developing and understanding of interdependence, opportunities for social contributions,

means that the difference in the relationship between the variables for arts and science stream sample did not differ significantly.

developing basic participatory understandings and skills rather than their female counterparts. Hence activities such as group discussion, seminar, projects, orientation programs and groupwork should be provided along with daily routine of the schools. These activities might enable the female students to enhance their social intelligence and social consciousness. The situation also highlights the need for providing proper training, in community organization programmes both in, curricular and co-curricular activities.

The study comes to the conclusion that the higher secondary school students vary in their level of social intelligence and social consciousness, and also there exists a positive and marked correlation between social intelligence and social consciousness. It shows that if opportunities are provided in the right way, they will become active and responsible citizens. Thus it can be concluded that there exists significant difference between male and female students of higher secondary schools with respect to social intelligence and social consciousness. It is also noted that there exists no significant difference between arts and science stream students of higher secondary school with respect to social intelligence and social consciousness.

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AN ATTITUDE SCALE TO MEASURE THE ATTITUDE TOWARDS MATHEMATICS

* Reddemma.N.

ABSTRACT

This article includes the development of an attitude scale to measure students' attitude towards mathematics. The tool included factor wise distribution of the different items. The pilot study was conducted on 240 students studying in class X. The method of internal consistency of each statement was calculated by Likert's method and was subjected to factor analysis. One item has occurred under the factors III, VIII and XI and In the XII factor none of the items occurred, hence these factors were eliminated. Thus the final form of the attitude scale contained 81 items. These 81 items were grouped under 10 most significant Factors I (Nature of Mathematics), II (Academic Aspects), III (Uses-Practical Values), IV (Entertainment Values), V (Misconceptions), VI (Management Related or Organizational Aspects), VII (Psychological Aspects), VIII (Students' Related Aspects), IX (Teachers' Related Aspects) and X (Parents Related Aspects). The intrinsic validity of the tool was 0.88 and the reliability was 0.81.

INTRODUCTION

Attitude is an important factor that affects the learning of students and plays an important role in their learning outcomes. Mathematical attitude refers to the pupils' feeling, ideas, liking or disliking of mathematics. There are several aspects of students' attitudes towards mathematics on which clear cut answers are yet to be found out by sustained empirical researches. The factors such as psychological, social, emotional, intellectual and pedagogical, may cause 'maths-interest or maths-aversion' among students. Mathematics is a compulsory subject for all at the school level. After schooling it is an optional subject. To understand the opinions, beliefs or perceptions or attitudes towards the subject and to take up appropriate strategies to build up the right type of attitudes towards Mathematics, creating a positive environment in the teaching learning process is a must for enhancing mathematical skills. Focusing on this need in mind, an instrument with a factor structure, the Attitude Towards Mathematics Scale was developed.

* Assistant Professor, S.V. College of Education, Chittoor.

CONSTRUCTION OF THE PRELIMINARY SCALE

Attitude towards mathematics results from many specific issues related to mathematics like the nature of mathematics, its curriculum, the utility of the subject, entertainment values, beliefs or misconceptions regarding mathematics, organizational aspects, psychological aspects, students' related, teachers' related, parents' related care, expectations and teacher- pupils relationships.

Bearing the above important dimensions which may contribute to the positive or negative reactions of the students towards mathematics, as a first step in the development of the attitude scale, a number of statements of opinions of teachers and students about the need for learning mathematics were collected from a number of sources as follows:

Thirty boys and thirty girls studying in class X were requested to write the merits and demerits of mathematics as a subject at the high school level in the light of their experience with the learning of the subject, methods of teaching the subject, teachers' opinions, homework in mathematics, parents' expectations and their help in learning mathematics, advantages of mathematics, their use in real life, reasons for high or low achievements in mathematics were taken into consideration. Similarly, 20 male and 20 female teachers who were teaching mathematics were requested to write their perceptions towards mathematics in the light of their classroom experiences, syllabi, methods of teaching, expectations from the managements, students' interests, parents' expectations were also considered. After obtaining the list of statements from students and teachers they were sorted out and listed. This list of statements was supplemented by a careful study of related literature and informal interviews with high school mathematics teachers and thus obtained 120 items. These items were pooled again by 10 experienced teachers who were teaching mathematics. Their suggestions were incorporated and

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finally 106 items were retained to be included in the preliminary form. Each of the items is then arranged on a five point scale with the following alternatives- 'strongly agree, agree, doubtful, disagree and strongly agree'. The items were randomized and the pilot form of the scale was prepared. To avoid faking of the responses, the instrument was made anonymously with proper instructions to respond all items.

PILOT STUDY

The pilot study was conducted on 240 students studying in class X. The sample of students selected from various schools were selected by following the stratified random sampling procedure from Chittoor District. At the outset the schools in the district were divided based upon the locality in which they were situated. From each of the urban and rural localities, 5 high schools at random were selected. From each selected school 12 boys and 12 girls studying class X were selected at random from among the students who were present on the day of data collection for the pilot study.

ITEM ANALYSIS

Item analysis of the responses of the students who participated in the pilot study, was carried out separately by the method of criterion of internal consistency suggested by Likert (1932). The internal consistency of each statement was calculated using the formula given below.

Internal consistency of any statement =
Mean score of the high group – Mean of the low group on the statement on the basis of the discriminating power of each of the items thus obtained, the required number of items with high discriminative power can be selected for inclusion in the instrument or the discriminating power of each item can be tested for significance using 't' test or some such test and those items which have a significant discriminative power can be selected for inclusion in the final form of the instrument (Edward, 1969).

RESULTS OF ITEM ANALYSIS

The results obtained in the item analysis of the responses of the students are shown in Table 1 along with the 't' values of the responses.

Table 1
Internal consistency of the different items and the results of the 't' test in the Preliminary Form of the Attitude Scale.

Statement No	'd'	't'	Statement No	'd'	't'	Statement No	'd'	't'
1	0.57	2.74**	36	0.67	2.50*	71	0.56	2.18***
2	0.82	3.38***	37	1.15	5.33***	72	0.20	0.79 [@]
3	1.06	4.87***	38	0.61	2.34*	73	0.17	0.60 [@]
4	0.67	2.90**	39	0.65	2.36*	74	0.78	3.40***
5	0.37	1.23 [@]	40	1.26	5.67***	75	0.83	2.97**
6	0.90	3.72***	41	0.04	0.17 [@]	76	1.06	4.51***
7	0.57	2.08*	42	1.33	3.22**	77	0.76	3.52***
8	0.24	1.01 [@]	43	1.48	5.82***	78	0.91	3.18**
9	0.57	2.25*	44	0.91	3.34***	79	0.96	3.87***
10	0.43	1.86 [@]	45	0.98	4.07*	80	0.52	1.84 [@]
11	0.62	2.78**	46	0.54	2.05***	81	1.26	4.75***
12	0.61	2.84*	47	1.11	4.92***	82	1.26	5.85***
13	0.85	3.11**	48	0.60	2.89**	83	0.69	2.42*
14	1.00	4.25***	49	0.94	4.02***	84	1.17	4.87***
15	0.60	2.86**	50	0.65	2.43*	85	0.83	3.59***
16	0.56	3.0**	51	1.00	3.96***	86	1.06	5.0***
17	1.09	4.29***	52	0.70	2.88**	87	0.7	2.48*
18	1.09	4.5***	54	0.44	1.87 [@]	88	1.11	4.10***
19	0.66	2.84**	55	1.33	4.38***	89	0.70	2.84**
20	1.24	5.85***	56	0.99	4.36***	90	1.06	4.21***
21	1.32	5.46***	56	0.07	0.32 [@]	91	0.07	0.52 [@]
22	1.04	4.15*	57	0.59	2.59**	92	0.02	0.07 [@]
23	0.87	3.15**	58	1.50	6.16***	93	0.72	3.09**
24	0.06	0.21 [@]	59	0.85	3.69***	94	0.87	4.03***
25	0.62	2.07*	60	1.63	6.87***	95	1.09	3.95***
26	0.66	2.83**	61	0.19	0.70 [@]	96	1.32	6.03***
27	0.69	2.53**	62	0.33	1.3 [@]	97	0.89	3.33***
28	0.88	4.19***	63	0.82	3.01**	98	0.83	3.01**
29	0.04	0.14 [@]	64	0.67	2.27*	99	0.84	3.65***
30	0.86	3.81***	65	0.76	3.52***	100	0.41	1.67 [@]
31	0.61	2.67**	66	0.07	0.35 [@]	101	0.56	2.32*
32	1.43	4.54***	67	0.44	1.90 [@]	102	0.07	0.36 [@]
33	0.84	3.93***	68	0.65	3.36***	103	0.32	1.20 [@]
34	0.67	2.59*	69	0.28	0.98 [@]	104	0.37	2.45*
35	0.02	1.30 [@]	70	0.88	3.67***	105	0.96	4.08***
						106	0.82	3.25***

- Note:** 1. d = difference between the mean scores (High group-Low group)
 2. @ = 't' not significant at 0.01 level.
 3. * = 't' value significant at 0.05 level.
 4. ** = 't' value significant at 0.01 level.
 5. *** = 't' value significant at 0.001 level.

After deleting the items which did not have discriminating power, 84 items were selected, in that 43 items were positive and 41 items were negative. The attitude scale was then subjected to

factor analysis by Varymax rotation (Overall and Klett, 1972) with a maximum of 14 factors, to find out the structure of the attitude scale. The results of the factor analysis are shown in Table-2.

Table 2
The highest factor loading for each of the items of the Attitude Scale

Statement No	Factor Loading	Statement No	Factor Loading	Statement No	Factor Loading
1	0.64	31	0.59	61	0.38
2	0.57	32	0.46	62	0.77
3	0.44	33	0.49	63	0.64
4	0.53	34	0.60	64	0.51
5	0.36	35	0.45	65	0.48
6	0.66	36	0.38	66	0.55
7	0.59	37	0.71	67	0.52
8	0.79	38	0.55	68	0.48
9	0.35	39	0.53	69	0.62
10	0.68	40	0.39	70	0.41
11	0.64	41	0.57	71	0.60
12	0.48	42	0.37	72	0.64
13	0.54	43	0.42	73	0.80
14	0.52	44	0.67	74	0.66
15	0.60	45	0.71	75	0.54
16	0.68	46	0.45	76	0.48
17	0.73	47	0.36	77	0.79
18	0.54	48	0.41	78	0.54
19	0.35	49	0.38	79	0.61
20	0.45	50	0.36	80	0.66
21	0.48	51	0.56	81	0.62
22	0.81	52	0.67	82	0.37
23	0.48	53	0.41	83	0.59
24	0.52	54	0.48	84	0.45
25	0.43	55	0.36		
26	0.55	56	0.38		
27	0.48	57	0.61		
28	0.62	58	0.48		
29	0.74	59	0.62		
30	0.66	60	0.46		

Table-3 gives the factor wise distribution of the different items and the number of items in each factor as obtained from the factor analysis of the data. It is evident from Table-2 that the factor loading of different items ranged between 0.35 and 0.81. Overall and Klett (1972) suggested that those factors defined by three or four items (variables having factor

loading of 0.35 or more were stable and replicable). They also stated that 50 per cent to 75 per cent of the total variance was enough to consider for prediction of any psychological or psychiatric domain. Hence, it was decided to consider only those factors that had 3 or more items which had a factor loading of 0.35 or more.

Table 3
Factor-wise distribution of the different items

S.No	Factor	Item No of the Attitude Scale	Total No of Items
1	Factor – I	2, 17, 24, 28, 36, 58, 66, 73, 75, 83	10
2	Factor – II	3, 5, 12, 25, 34, 44, 49, 52, 59, 72, 79, 84	12
3	Factor – III	42	1
4	Factor – IV	19, 32, 40, 57, 67, 77	6
5	Factor – V	15, 35, 50, 55, 69, 74	6
6	Factor – VI	6, 8, 16, 20, 30, 62, 64, 70, 78	9
7	Factor – VII	13, 31, 37, 63, 68	5
8	Factor – VIII	47	1
9	Factor – IX	14, 27, 60, 81	4
10	Factor – X	1, 7, 10, 21, 26, 38, 43, 53	8
11	Factor – XI	56	1
12	Factor – XII	--	--
13	Factor – XIII	4, 9, 18, 23, 29, 39, 46, 51, 61, 65, 71, 76, 82	13
14	Factor – XIV	11, 22, 33, 41, 45, 48, 54, 80	8
Total:			84

It may be seen that as ten, twelve, six, six, nine, five, four, eight, thirteen and eight items were grouped under the factors I, II, IV, V, VI, VII, IX, X, XIII, XIV. Only three items (item number 42, 47 and 56) one in each factor occurred under the factors III, VIII and XI respectively. As such, items were eliminated. In factor XII there were no items, hence this

factor was also eliminated. Thus the final form of the attitude scale contained 81 items. These 81 items were grouped under 10 most significant factors. These factors were assigned suitable titles according to the content of the items in each of them. The ultimate factor structure of the final form is presented in Table-4.

Table 4
Factor-wise distribution of the different items

Factor Number	Name of the Item	Item Number in the attitude scale (Final Form)	Total number of Items
I	Nature of Mathematics	2, 17, 24, 28, 36, 55, 63, 70, 72, 80	10
II	Curriculum/Academic	3, 5, 12, 25, 34, 43, 47, 50, 56, 69, 76, 81	12
III	Uses-Practical Values of Mathematics	19, 32, 40, 54, 64, 74	6
IV	Entertainment Values	15, 35, 48, 53, 66, 71	6
V	Misconceptions	6, 8, 16, 20, 30, 59, 61, 67, 75	9
VI	Organizational aspects	13, 31, 37, 60, 65	5
VII	Psychological Aspects	14, 27, 57, 78	4
VIII	Students' Interests	1, 7, 10, 21, 26, 38, 42, 51	8
IX	Teachers' related	4, 9, 18, 23, 29, 39, 45, 49, 58, 62, 68, 73, 79	13
X	Parents' related	11, 22, 31, 41, 44, 46, 52, 77	8
Total:			81

The statement numbers in the table 4 correspond to the serial numbers of the items in the final form.

VALIDITY AND RELIABILITY OF THE SCALE

1. Validity

The following types of validity were established for the attitude scale that was developed.

(a) Content Validity

In the construction of the present instrument, items were collected from a large number of high school teachers teaching Mathematics and students studying in Class X. They were also supplemented by a review of related literature and by interviewing the selected mathematics teachers and to make sure that all possible items were included.

Based on the opinion and content verification, it can be reasonably assumed that the scale has adequate content validity.

(b) Item Validity

The discriminatory power of each of the items was established before including them in the final form. Thus each item on the attitude scale is valid, making the scale a valid one.

(c) Intrinsic Validity

This validity is given by the square root of the proportion of variance i.e., square root of its reliability.

The intrinsic validity of the present attitude scale was $\sqrt{0.78} = 0.88$

(d) Criterion Validity

At the end of the attitude scale, general items: ‘Do you like mathematics subject’ – yes/no, was given to get the overall opinion of the respondents about mathematics. The samples of students were divided into two groups on the basis of their responses to the above item. There were 175 students viewed that they like mathematics subject, while 65 students did not like the study of mathematics. The mean

attitude scores of the two groups of students are shown in Table-5. The mean score of those who like the mathematics subject was 349.81 while that of those who did not like it was 327.05. The difference between the two means was highly significant ($t=6.95$) significant at 0.001 level of 238 degrees of freedom). This shows that the attitude scale is able to discriminate between those who favoured the mathematics subject and those who did not.

Table 5
Mean attitude scores of X class students with favourable and unfavourable attitude towards Mathematics

Estimate	Favourable group	Unfavourable group	‘t’	r _{bis}
N	175	65		
Mean	349.81	327.05	6.95***	0.61
S. D	24.84	21.64		

Note: *** ‘t’ significant at 0.001 level for 238 d.f.

(e) Factorial Validity

As explained earlier, all the items included in the final form of the scale were having factor loading of 0.35 or more. Each of the 10 factors consisted of 3 or more items. All the factors put together were capable of predicting 94 per cent of the total variance in the domain which was measured. So it could be concluded that the attitude scale is factorially valid.

(f) Cross Validity

The validity of a completed test should always be cross checked on a new sample, i.e., one different from that used in the item analysis. This process is called as cross validation. The validity of a test, when

computed from the ‘standardization sample’, will of necessity be exaggerated as the items are so selected as to maximize the differences between high and low groups. Furthermore, the validity coefficient of the test will also be increased by chance factors peculiar to the standardization sample. Thus, validity coefficients tend to be spuriously high in the standardization group, making cross validation necessary (Garrett, 1985).

The attitude scale was administered to a sample of 100 students studying Class X selected from 10 schools. The sample was equally distributed between the two sexes selected from two localities. The whole sample of 100 subjects was divided into two groups

as subjects with positives or favourable attitude and subjects with negative or unfavourable attitude towards mathematics. Means, SDs, 't' value and biserial correlations were calculated

for the obtained data. The results were shown in Table-6. From the 't' value and biserial correlation value it is found that the tool has cross validity.

Table 6

Mean attitude scores of students with positive and negative attitude towards Mathematics

Estimate	Positive Attitude	Negative Attitude	't'	r _{bis}
N	74	26		
Mean	350.43	337.42	2.27*	0.65
SD	26.06	24.99		

Note: *'t' significant at 0.05 level for 98 d.f.

2. Reliability

The reliability of the attitude scale was estimated by the split-half method. The scores on the odd and even items were correlated using Pearson's formula for product moment correlation. This gives the reliability of the half test. The reliability of the half test was 0.68. This was corrected for the full length of the test by applying Spearman Brown Prophecy formula. The reliability of the full test, thus obtained was 0.81.

FINAL TOOL

The final tool of the attitude towards mathematics scale possessed 81 items, of which 41 items were positive and 40 items were negative. The scale is a five point scale with the options viz. *Strongly Agree, Agree, Doubtful, Disagree, Strongly Disagree.*

SCORING PROCEDURE

The score is given as '5' for Strongly Agree, '4' for Agree, '3' for Doubtful, '2' for Disagree, and '1' for Strongly Disagree of positive items and reverse for the negative items.

CONCLUSION

The investigator therefore concludes that the tool developed for measuring the attitude towards mathematics scale could be used to test the attitude of students towards mathematics for relevant groups since the tool is validated.

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ASSOCIATIVE ANALYSIS OF SELECT WORK RELATED FACTORS AND THE SECTOR OF EMPLOYMENT OF SECONDARY SCHOOL WOMEN TEACHERS

* Dr. Rashmy. M

ABSTRACT

The sector of employment is an important aspect determining the conditions of work for the work force. The present study was envisaged to explore the realities associated with teaching as an employment preferred mostly by women in the state of Kerala. The study was aimed at identifying the association between the sector of employment and select work-related factors like educational qualification, total years of experience in the profession and the average monthly salary based on the data collected from the women teaching at the secondary education level in Thiruvananthapuram. The exploration was successful in identifying pertinent patterns in the employment scenario existing in the school education sector with very significant findings and implications.

INTRODUCTION

In the state of Kerala there is significant increased percentage of female teachers as work force when compared to the national

statistics for the same. It has been observed that Kerala is one of those states in India where teaching profession can be considered to be feminised. According to the Statistics of School Education 2011-12, Bureau of Planning, Monitoring and Statistics, MHRD the percentage of female teachers in the teacher population for the country was 42.28 percent. The percentage of female teachers in the total teacher population for the state of Kerala alone was 72.55 percent. At a purely statistical level, an occupation that is predominantly made up of women is said to be 'feminised' (UNESCO, 2011). However, when sociologists and educators refer to feminisation they are referring to labour market tendencies where the participation of women in various occupations is increasing. When the statistical data for the state of Kerala is observed it can be analyzed that teaching is favorably balanced towards the women population.

The teaching work force of Kerala can thus be found to be gendered in favour of women. The Pre-Service Teacher Education

* UG 95, Arunodayam, Ulloor Gardens, Ulloor, M.C.P.O, Thiruvananthapuram -695011.

courses can be looked upon as the qualification which opened up the prospects to get employed in the school education system to a significant proportion of women.

NEED AND SIGNIFICANCE OF THE STUDY

The debate surrounding women, the teaching profession and feminisation is wide-ranging. Issues have ranged from the reasons why the teaching profession became gender-imbalanced in favour of women in certain countries in the first place, to what the impact of this might have on learning processes and educational outcomes. There have been multiple explorations around the definition of the term itself - such as whether it refers only to numbers and percentages or to deeper gendered assumptions regarding the nature of teaching. Further analysis explores the feminisation of teaching as it relates to education provision, the profession itself and women's equality in employment need to be undertaken.

The issues should be analyzed through a broader serve on gender equity as it pertains not just to education, but also to employment and women's rights and empowerment more generally. The chances for employment are presented by three types of educational management in the education sector – the government, the private-aided and the private-unaided. The conditions for appointment and service rules are found to have variations across the three sectors. Hence the study finds it relevant to explore the presence of association, if any between the factors related to employment and the type of sector of employment. An effort to bring spotlight on

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the nature of influence of the work related factors can generate further discussions and contemplation on the occupational realities existing in the teaching profession at the secondary level.

OBJECTIVES OF THE STUDY

1. To find out the association between educational qualification and sector of employment of secondary school women teachers.
2. To find out the association between total years of experience in teaching profession and sector of employment of secondary school women teachers.
3. To find out the association between average monthly salary and sector of employment of secondary school women teachers.

HYPOTHESES OF THE STUDY

1. There is no significant association between educational qualification and sector of employment of secondary school women teachers
2. There is no significant association between total years of experience in teaching profession and sector of employment of secondary school women teachers
3. There is no significant association between average monthly salary and sector of employment of secondary school women teachers

METHODOLOGY IN BRIEF

Method: Normative survey method was adopted for the study.

Statistical technique used : The statistical technique used for analysis was the Chi-Square test.

RESULT AND DISCUSSION

The important aspects related to employment of the women teachers working at secondary education level were studied with respect to the aforesaid categories.

The investigator tried to analyse the percentage composition of secondary school women teachers in the three sectors of management (government, aided and unaided sectors) based on select factors related to employment. The work-related factors selected for the study were educational qualification,

total years of service in the teaching profession and salary received from the present job. The analysis of the association between the above-mentioned variables and sector of employment of secondary school women teachers was accomplished through applying the chi-square test.

The analysis is presented in three sections as follows.

Section I - Association between Educational qualification and sector of employment of secondary school women teachers

Table 1

Sector-wise distribution of secondary school women teachers on the basis of educational qualification

Educational Qualification	Government		Aided		Unaided		Total	
	count	percent	count	percent	count	percent	count	percent
B.A.	27	12.9	60	19.9	28.1	8.8	135	13.2
B.Sc	75	26.1	100	33.1	75	17.4	250	24.5
M.A.	115	40.1	106	35.1	173	40	394	38.6
M.Sc	53	18.5	30	9.9	116	26.9	199	19.5
M.Phil	5	1.7	5	1.7	20	4.6	30	2.9
Ph.D	1	0.3	0	0	3	0.7	4	0.4
NET	1	0.3	1	0.3	7	1.6	9	0.9
Total	287	100	302	100	432	100	1021	100

$\chi^2=76.77$; $p<0.001$

The chi-square value of 76.77, which is significant at 0.01 level shows that the association between educational qualification and sector of employment is significant.

The percentage of women teachers with just basic qualification required for the profession was found highest in the aided sector. Majority of secondary school women

teachers with post graduate degree was found significantly higher in the unaided sector. The highest percentage of teachers with higher

qualifications [(4.6(M.Phil) +0.7(Ph.D) +1.6(NET))] was also found in the unaided sector.

Tenability of the Hypothesis

H1-There is no significant association between educational qualification and sector of employment of secondary school women teachers.

The association between educational qualification and sector of employment was found to be statistically significant. Thus the hypothesis formulated, ‘there is no significant association between educational qualification and sector of employment of secondary school women teachers’ is not accepted.

Section II - Association between total years of experience in teaching profession and sector of employment of secondary school women teachers

Table 2

Sector-wise distribution of secondary school women teachers on the basis of total years of experience in teaching profession

Total years of experience in teaching profession	Government		Aided		Unaided		Total	
	count	percent	count	percent	count	percent	count	percent
<=5 years	25	8.7	47	15.6	164	38.0	236	23.1
6-10 years	50	17.4	45	14.9	125	28.9	220	21.5
11-15 years	68	23.7	67	22.2	81	18.8	216	21.2
16-20 years	51	17.8	71	23.5	33	7.6	155	15.2
>20 years	93	32.4	72	23.8	29	6.7	194	19.0
Total	287	100	302	100	432	100	1021	100

$\chi^2 = 27.99; p < 0.001$

The chi-square value of 27.99, which is significant at 0.01 level shows that the association between total years of experience

in teaching profession and sector of employment is significant.

Tenability of the Hypothesis

H2- There is no significant association between total years of experience in teaching

profession and sector of employment of secondary school women teachers.

The association between total years of experience in teaching profession and sector of employment was found to be statistically significant. Thus the hypothesis formulated, ‘there is no significant association between total years of experience in teaching profession and sector of employment of secondary school women teachers’ is not accepted.

The percentage of secondary school women teachers with 5 or less than 5 years of experience in the teaching profession is found to be highest in the unaided sector i.e., 38.0 percent. The highest percentage of teachers with 20 or more than 20 years of experience is found in the government sector (32.4%), while the same for the unaided sector is 6.7% only.

Section III - Association between average monthly salary and sector of employment of secondary school women teachers

Table 3

Sector-wise distribution of secondary school women teachers on the basis of average monthly salary

Average Monthly Salary(in rupees)	Government		Aided		Unaided		Total	
	count	percent	count	percent	count	percent	count	percent
<= 10000	11	3.8	6	2.0	324	75.0	341	33.4
10001 - 15000	7	2.4	24	7.9	98	22.7	129	12.6
15001-20000	37	12.9	67	22.2	8	1.9	112	11.0
20001-25000	108	37.6	100	33.1	1	0.2	209	20.5
>25000	124	43.2	105	34.8	1	0.2	230	22.5
Total	287	100	302	100	432	100	1021	100

$\chi^2=66.22$; $p<0.001$

The chi-square value of 66.22, which is significant at 0.01 level shows that the

association between average monthly salary and sector of employment is significant.

Tenability of the Hypothesis

H3-There is no significant association between average monthly salary and sector of employment of secondary school women teachers

The association between average monthly salary and sector of employment was found to be statistically significant. Thus the hypothesis formulated, ‘there is no significant

association between average monthly salary and sector of employment of secondary school women teachers' is not accepted.

The percentage of secondary school women teachers in the unaided sector belonging to the salary group of Rs.10000 or less is 75.0% which is found to be significantly high when compared to the government and aided sectors. The percentage of secondary school women teachers drawing average monthly salary of Rs.25000 or more is found to be highest in the government sector i.e., 43.2 percent.

FINDINGS AND IMPLICATIONS

From the analysis and interpretation of data of the study, the investigator was able to identify significant association between the select work related factors – educational qualification, total years of experience in teaching profession and average monthly salary to the sector of employment of the secondary school women teachers. Based on the findings derived from the analysis of data, certain implications were arrived at from the investigation. They are summarised in the following paragraphs.

1. Educational qualification and sector of employment: The percentage composition of

the secondary school women teachers with varying education qualifications were analysed to generate the implications of the association between educational qualification and the sector of employment of the secondary school women teachers. The presence of highly qualified women teachers in the unaided sector signifies the potentiality of the human resource present in the unaided sector. This emphasises the fact that it is only fair to demand good working conditions for the highly qualified section of women teacher professionals in the unaided sector.

2. Total years of experience in teaching profession and sector of employment: The analysis of the percentage composition of the secondary school women teachers with various duration of experience in teaching profession helped in generating the implications with regard to the pattern of employment of secondary school women teachers in the unaided sector. The high percentage of teachers with experience of 5 years or less points out the presence of novice teachers in the sector. The lack of teachers with more than 20 years of experience points out the lack of occupational benefits in the unaided sector when compared to the government and aided sectors.

3. Average monthly salary and sector of employment: The percentage composition of

secondary school women teachers belonging to select categories of salary ranges were analysed to generate the implications of the association between average monthly salary and the sector of employment of the secondary school women teachers. The analyses of data indicate the poor monetary benefits for the secondary school women teachers in the unaided sector. This implies intervention from educational authorities and governing bodies to improve the monetary benefits from employment for the qualified teachers in the unaided sector.

CONCLUSION

The teaching profession is looked upon by the society as a job suitable for women. The extent of female participation in the teaching work force in Kerala is found to be very high. The extent of concentration of women teachers is more in the school education level. In this world of privatisation it is impractical to curb the involvement of private sector even in the case of service sector. At the same time the authorities need to ensure the participation of qualified individuals in the service sector jobs like teaching by creating better service conditions of employment across the educational institutions.

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RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND MODERNITY OF PROSPECTIVE TEACHERS

* Dr. Vel Murugan. P

** Kumari. M

ABSTRACT

The main objective of this study is to find out the relationship between social intelligence and modernity of prospective teachers. Social Intelligence Scale constructed by Gian Luca Gini (2001) and Modernity Scale developed by Indira Mary Ezhil Selvi (2004) were used to collect the relevant data. The sample included 287 prospective teachers. The data was analysed by 't' test and Karl Pearson's Product moment correlation. The result indicated that there is significant relationship between social intelligence and modernity of prospective teachers.

INTRODUCTION

Social intelligence is the capability of a person to effectively navigate and negotiate complex social relationships and environments. According to Cambar and Mecord (1958), "Social intelligence is just general intelligence applied to social situations". It is the ability of an individual to react to social situations of daily life. It is the individual's mental ability which generates

one's capacity to adapt to society. According to Ross Honeywill, social intelligence is an aggregate measure of self and social awareness, evolved social beliefs and attitudes and a capacity, and appetite to manage complex social change.

Dynamic changes occur in norms, framed by the society. Scientific and technological advancements have facilitated a more intimate and a more meaningful relationship among the human beings. The adolescents keep themselves in touch with their modern thoughts and happenings, than any other age group and bother much about what they have been taught, how they feel and what happens around them. Their attitudes and cognition together frame their modernised outlook of the society.

NEED AND SIGNIFICANCE OF THE STUDY

Social intelligence is the ability required for a teacher to understand and manage people and students and to act wisely

* Associate Professor in Education, Bishop Agniswamy College of Education, Muttom, Kanyakumari District, Tamil Nadu - 629 202.

** Research Scholar, Bishop Agniswamy College of Education, Muttom.

in human relations and classrooms. It purely deals with a person's knowledge of social situations. Now-a-days, the society has changed because of more complex, intellectual competencies and become more sophisticated, and this kind of competence viz., social intelligence lies behind group interactions and behaviours. If a teacher possesses social intelligence he can adjust very well in the society, school and classrooms. But the teacher has to change according to the changes that are happening in the society. The teacher has to reflect the thoughts and actions of the modern society. Modernity, which cannot be alone identified by fashionable practices, is actually a philosophy of life, which perfumes one's interrelations in the social climate. Moreover, it is a necessary skill to a teacher in the dynamic society. In the modern world there are many conflicts that may destroy happiness and tranquility of human minds. In this prevailing situation, whether the social intelligence of oneself reflects their social adjustment empowers his modernity for entrusting themselves with satisfaction is a challenging question in the mind of the investigator. Hence the investigator has tried to study the relationship between social intelligence and modernity of prospective teachers.

Prakash and Annaraja (2010) studied the relationship between social intelligence and decision making skill of higher secondary students. The findings revealed that there was no significant relationship between social intelligence and decision making skill of higher secondary students. Anbalagan and Amalraj (2009) studied relationship between social intelligence and academic achievement of

higher secondary students in Tirunelveli District. The findings revealed that there is no significant difference between male and female higher secondary students with respect to their social intelligence. Uma and Annaraja (2009) studied media awareness and social intelligence among prospective teachers in Tirunelveli. The findings showed that there is a significant relationship between media awareness and social intelligence of the prospective teachers. Karthy and Alphonse Raj (2008) studied social intelligence of teachers working in higher secondary schools. The findings revealed that there is no significant difference between male and female higher secondary school teachers in their social intelligence. Gayatri Devi (2006) studied social intelligence among prospective teachers and found that the prospective teachers have high social intelligence.

Rajendran and Kiruba (2011) studied relationship between modernity and social maturity of the women students in arts and science colleges. The findings revealed that there is significant difference between rural and urban college women students in their modernity, and there is significant relationship between modernity and social maturity of the women college students. Antony Sahaya Ruban and Annaraja (2009) studied relationship between modernity and temperament of higher secondary students. The findings revealed that there is a significant relationship between modernity and temperament of higher secondary students. Sheela (2006) studied relationship between modernity and religiosity of the higher secondary students. The findings revealed that there is significant relationship between

modernity and religiosity of the higher secondary students. Indra Mary Ezhil Selvi (2004) studied relationship of affect intensity, friendship and modernity to scholastic achievement on higher secondary girls. The findings showed that there is significant relationship between achievement and modernity of rural higher secondary students, and there is no significant relationship between friendship and modernity of urban higher secondary girls. Santhosh Catherine (1993) studied modernity of B.Ed. trainees in Palayamkottai and the findings revealed that there is no significant difference between the mean scores of rural and urban B.Ed. trainees in their attitude towards modernity. From the studies reviewed, it is clear that the social intelligence and modernity of prospective teachers have not been studied systematically and the variables focussed in the study are found to be left out. So, the investigator decided to study the topic viz., “Relationship between social intelligence and modernity of prospective teachers”.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between arts group and science group, rural and urban college, married and unmarried prospective teachers in their social intelligence.
2. To find out whether there is any significant difference between arts group and science group, rural and urban college, married and unmarried prospective teachers in their modernity.
3. To find out whether there is any significant relationship between social

intelligence and modernity of prospective teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference between arts group and science group prospective teachers in their social intelligence.
2. There is no significant difference between rural and urban college prospective teachers in their social intelligence.
3. There is no significant difference between married and unmarried prospective teachers in their social intelligence.
4. There is no significant difference between arts group and science group prospective teachers in their modernity.
5. There is no significant difference between rural and urban college prospective teachers in their modernity.
6. There is no significant difference between married and unmarried prospective teachers in their modernity.
7. There is no significant relationship between social intelligence and modernity of prospective teachers.

METHODOLOGY IN BRIEF

The investigator adopted survey method. The population for the present study are the prospective teachers from Kanyakumari district. The investigator has used simple random sampling technique for collecting the data. The sample included 287 prospective teachers from five B.Ed. colleges. Among them 144 are from arts group and 143 are science group students. Social Intelligence Scale

constructed by Gian Luca Gini (2001) and Modernity Scale developed by Indira Mary Ezhil Selvi (2004) were used for collecting the

data. 't' test and Karl Pearson's Product moment correlation were used to analyse the data.

RESULT AND DISCUSSION

Social Intelligence of Prospective Teachers

Null Hypothesis 1: There is no significant difference between arts group and science group prospective teachers in their social intelligence.

Table 1

Difference between arts group and science group prospective teachers in their social intelligence

Variable	Arts (N=144)		Science (N=143)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Intelligence	71.42	8.637	71.10	8.586	0.314	NS

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

It is inferred from the table 1 that there is no significant difference between arts group and science group prospective teachers in their

social intelligence. Hence the null hypothesis is accepted.

Null Hypothesis 2: There is no significant difference between rural and urban college prospective teachers in their social intelligence.

Table 2

Difference between rural and urban college prospective teachers in their social intelligence

Variable	Rural (N=143)		Urban (N=144)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Intelligence	70.54	9.033	71.99	8.109	1.428	NS

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

It is inferred from table 2 that there is no significant difference between rural and urban college prospective teachers in their social

intelligence. Hence the null hypothesis is accepted.

Null Hypothesis 3: There is no significant difference between married and unmarried prospective teachers in their social intelligence.

Table 3
Difference between married and unmarried prospective teachers in their social intelligence

Variable	Married (N=86)		Unmarried (N=201)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Social Intelligence	73.06	8.390	70.50	8.592	2.352	S

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

It is inferred from the table 3 that there is significant difference between married and unmarried prospective teachers in their social intelligence. While comparing the mean scores

of married and unmarried prospective teachers, the married prospective teachers are having better social intelligence. Hence the null hypothesis is rejected.

Modernity of Prospective Teachers

Null Hypothesis 4: There is no significant difference between arts group and science group prospective teachers in their modernity.

Table 4
Difference between arts group and science group prospective teachers in their modernity

Variable	Arts (N=144)		Science (N=143)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Modernity	104.94	8.087	105.27	7.492	0.357	NS

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

It is inferred from the table 4 that there is no significant difference between arts group

and science group prospective teachers in their modernity. Hence the null hypothesis is accepted.

Null Hypothesis 5: There is no significant difference between rural and urban college prospective teachers in their modernity.

Table 5
Difference between rural and urban college prospective teachers in their modernity

Variable	Rural (N=143)		Urban (N=144)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Modernity	105.88	7.938	104.34	7.578	1.682	NS

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

It is inferred from the table 5 that there is no significant difference between rural and urban prospective teachers in their modernity. Hence the null hypothesis is accepted.

Null Hypothesis 6: There is no significant difference between married and unmarried prospective teachers in their modernity.

Table 6
Difference between married and unmarried prospective teachers in their modernity

Variable	Married (N=86)		Unmarried (N=201)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Modernity	106.55	7.678	104.49	7.767	2.069	S

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

It is inferred from the table 6 that there is significant difference between married and unmarried prospective teachers in their modernity. While comparing the mean scores of married and unmarried prospective teachers, the married prospective teachers are having better perception regarding modernity. Hence the null hypothesis is rejected.

Null Hypothesis 7: There is no significant relationship between social intelligence and modernity of prospective teachers.

Table 7
Relationship between social intelligence and modernity of prospective teachers

Variables	Calculated 'γ' value	Remarks at 5% level
Social Intelligence and Modernity	0.246	S

(At 5% level of significance for 285df, the table value of 'γ' is 0.113)

It is inferred from the table 7 that there is significant relationship between social intelligence and modernity of prospective teachers. Hence the null hypothesis is rejected.

FINDINGS

1. There is no significant difference between arts group and science group prospective teachers in their social intelligence.
2. There is no significant difference between rural and urban college prospective teachers in their social intelligence.
3. There is significant difference between married and unmarried prospective teachers in their social intelligence.

4. There is no significant difference between arts group and science group prospective teachers in their modernity.
5. There is no significant difference between rural and urban college prospective teachers in their modernity.
6. There is significant difference between married and unmarried prospective teachers in their modernity.
7. There is significant relationship between social intelligence and modernity of prospective teachers.

CONCLUSION

The 't' test result reveals that the married prospective teachers are better than unmarried prospective teachers in their social intelligence. This may be due to the fact that they have more social experiences and capacity to solve family problems courageously and participate in social activities. All these help them to have more knowledge about social issues and solving them easily than the unmarried student teachers.

The 't' test result reveals that the married prospective teachers are better than unmarried prospective teachers in their perception regarding modernity. This may be due to the fact that the married student teachers have more exposure to new ideas and a lot of social skills related to modernity.

The 'γ' test result reveals that there is significant relationship between social intelligence and modernity of prospective teachers. This may be due to the fact that the prospective teachers have social intelligence which is defined as the total outcome of social development and the ultimate result of effective socialisation. Similarly, modernity

refers to the readiness and positive attitude of an individual towards changing culture. It is beyond any doubt that social intelligence and modernity have inherent relationship between each other. It is to be understood here that a socially intelligent personality will surely opt for modernity. The newer concepts and changes shall easily influence them when they are socially intelligent.

EDUCATIONAL IMPLICATIONS

1. Teacher education curriculum may be modified in such a way that one can give equal importance to various components of social intelligence and to suit the needs of the modern world. Co-curricular and co-academic programmes like laboratory exposures, field work, club activities, group discussion, cultural events, challenging projects and preparation of aids may enhance their confidence in creativity and develop social skills in the digitalised world. This will help them to be effective in their teaching.
2. Awareness programmes may be organised for the prospective teachers so that the teacher trainees can incorporate many social skills which will help them to be competent in using social intelligence in a creative way.
3. Mass media programmes may be organised in teacher education institutions to encourage the prospective teachers to gain more awareness about social changes so that they can adapt themselves easily to modernity.

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MALABAR FEDERATION OF FISHERMEN SOCIETIES –AN INITIATIVE TOWARDS SOCIO ECONOMIC UPLIFT OF FISHERMEN

* Dr. Joseph Kacharayil

ABSTRACT

The present paper aims to understand contribution of Malabar Federation of Fishermen Societies (MFFS) towards the socio economic uplift of fishermen in Malabar region. This study is conducted using a qualitative research model. The paper has analysed the objectives of Malabar Federation of Fishermen Societies, the beneficiaries of the programme, important activities, and relations with other organisations. The activities of MFFS had contributed a lot to strengthen and improve the working of fishermen union. The effort of MFFS enabled the fishermen community to improve their status by freeing themselves from the exploitation of mediators and thereby ensuring socio-economic development of the fishermen community.

INTRODUCTION

The objective of the paper is to understand the organization and the functioning of Malabar Federation of Fishermen Societies, its various activities and the initiatives taken by the Malabar Federation

of Fishermen Societies towards socio economic upliftment of fishermen in Malabar region. Fishermen play a vital role in the employment and economic sector of Kerala. In India, Fishermen in general contribute a major portion in earning the country's foreign exchange. But they still remain socially, economically and educationally backward group. Beach Blossoms Centre, Kozhikode, the prime organization involved in social welfare activities, educational activities and economic uplift of fishermen in Kozhikode region, could achieve their objectives to a certain extent only and these Societies form the very basic structure of the organisations among fishermen. Each society consists of 30-50 members. Only boat owning fisherman can become members in these societies. Societies are further organised into District Federations and Malabar Federation of Fishermen Societies(MFFS) is one among the five district federations coming under South Indian Federation of Fishermen Societies ,an Apex body of the fishermen's organizations in India The function of these federations is to provide

* Assistant Professor Dept. of Natural Science, Govt College of Teacher Education, Kozhikode.

consolidating and overarching support to the societies. Each federation has taken a different structure and decides its own interventions. The activities of MFFS definitely contributes a lot to strengthen the working of fishermen union and helps to Socio Economic Upliftment of Fishermen in Malabar.

OBJECTIVE OF THE STUDY

The objective of the study is to identify the initiatives taken by the Malabar Federation of Fishermen Societies towards socio economic uplift of Fishermen.

METHODOLOGY IN BRIEF

The present study was conducted using a qualitative research model. An unstructured interview was conducted with the concerned staff members. The informal discussion with members of staff, officials and fishermen helped to supplement the information collected through document analysis.

RESULTS AND DISCUSSION

Co-operative society started functioning in the fishing sector even before India became independent. But they could not achieve substantial progress and development as expected. In 1960's and 1970's co-operative union came into existence again and vanished soon. Then in 1972, Mariyanad Fish Producing co-operative union was established at Mariyanad in Thiruvananthapuram. It aimed at providing relief to the fishermen from the exploitation of brokers (Mediators). Unions of same kind were organized in Trivandrum,

Kanyakumari and Kollam. In 1986, primary unions were established under Matsyafed also. In 1991, unions were also formed in Malabar. MFFS laid foundation by organizing primary unions in co-operation with SIFFS. MFFS was established in 1999, under which ten unions were working at Malappuram, Kozhikode and Kannur.

Location: Malabar Federation of Fishermen Societies was an autonomous organization functioning at Eranhpalam in Kozhikode District with twelve societies which were working at different coastal areas of Malabar from Tirur to Thalassery (under the guidance and financing of MFFS).

Objectives of Malabar Federation of Fishermen Societies

The objectives of the Malabar Federation of Fishermen Societies are:

1. Strengthening village unions
2. Provide reasonable prize for catching fish for the fishermen
3. Ensure self sufficiency of fisherman and promoting money saving habit
4. Establishing auction system for fish sales
5. Socio-economic and educational development of Fishermen.
6. Make fishermen free from the exploitation of Mediators or Middlemen.
7. Provide credits saving schemes
8. Provide information and training about fisheries sector.

Beneficiaries of the Programme

The beneficiaries of the programme were fishermen living in the coastal regions of Malabar who needed financial assistance. The programme helped the fishermen to withstand the exploitation of Mediators in the fishing field.

IMPORTANT ACTIVITIES:

The major activities of Malabar Federation of Fishermen Societies (MFFS) are listed below:

1. Fish Marketing:

Society level observation gives ups and downs in the availability of fish in Kerala

(a) Coastal Savings Scheme:

Loan amount could be refunded in instalments within 36 months. The loan amount was within the range of 10,000 to 35,000.

(ii) Production loan

This loan was meant for purchasing net engine, Kerosene and boat. The amount sanctioned would be refunded upon the catch. The period of refund was 3 years with an interest rate of 12%. The admissible amount was 10,000 to 75,000/-. The condition was that 10% of the catch is used for repayment of loan and the transaction was done only through the co-operative society.

These two schemes helped the fishermen community to avoid middleman and helped to enhance socio-economic status to a

certain extent. It was also a necessity to give the fishermen awareness of different aspects of globalization, environmental issues.

Four programmes were conducted for the entertainment and recreation of its members. When tsunami waves attacked Malabar coastal areas, in 2004-05 Federation took rapid action for providing various relief measures.

MFFS then provided better services to its members. Responsible members of MFFS participated in each union committee meeting. Federation gave necessary suggestions for organizing committee meetings and general body meetings as per the demands of the situation. MFFS would point out the drawbacks of the unions, criticize their activities and would persuade the members to take appropriate actions.

MFFS co-ordinated the daily activities of the unions, inspected accounts and cash and helped the officers-in-charge in maintaining the accounts, filing, savings and minutes regarding the activities. Officers-in-charge level meetings were organized in the first week of every month.

MFFS representatives took initiative in the repayment of loans by the members. They visited those members who failed to repay the loans and discuss the situation for solving the problem. Reward giving programmes were conducted first on the basis of maximum catch. According to this scheme Chaliyam society and Mahe society were rewarded in 2000-01

and 2001-02 respectively. Thereafter rewards were given on the basis of overall performance of the society for which they were put under constant observation.

Relations with other Organisations:

SIFFS (South Indian Federation of Fishermen Societies) had given associated membership by considering MFFS' activities. SIFFS is an Apex body of the fishermen's organizations and their jurisdiction includes Kerala, Karnataka, Tamilnadu, Andrapradesh and Pondicherry. It also maintained a good relationship with MFFS. SIFFS describes its mission as 'to protect and enhance livelihoods in marine fishing' It aimed to free fisherman from the reliance on middlemen intermediaries merchants and money lenders. They sent main staff in deputation from SIFFS and provide necessary suggestions and co-operation. All financial assistance, training and capacity building were given by the SIFFS to their counter parts. MFFS had maintained good relationship with other organizations in Malabar such as Socio Religious Centre (SRC), Malabar Coastal Institute for Training, Research and Action (MCITRA). It had also arranged village level training programmes in fish processing and preservation in collaboration with Central Government organizations of CIFT (Central Institute for Fish Training) and MPDA. They are giving necessary aids and suggestions in all activities of MFFS. The staff and the members had also participated in the training programmes

conducted by MCITRA and SRC. MFFS representatives actively participated in the Teera Mahotsava-2002 conducted by SIFFS at Sanghumugham, Thiruvananthapuram for their socio-cultural enrichment.

CONCLUSION

Malabar Federation of Fishermen Societies was then successful in uplifting the fishermen community of Malabar region. The activities of MFFS from 2000-05 had contributed a lot to strengthen the unions. The unions which had showed an average performance did improve a lot. This progress proved beneficiary in acquiring SIFFS membership. The well planned functioning of the committee was responsible for the increase in the catch. The activities and welfare programmes enabled the fishermen community to free them from the exploitation of mediators and ensured marked socio-economic development of the society.

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IMPACT OF PROFESSIONAL ETHICS AND EMOTIONAL MATURITY ON LEADERSHIP QUALITY OF STUDENT TEACHERS

Dr. Sindhu U.S

ABSTRACT

A code is a set of guidelines, which details the set of recognized ethical norms and professional standards of conduct to which all members of a profession must adhere. Student teachers with high ethical values will develop emotional maturity and will be able to manage emotions to cope with novel difficult situations. Such people can guide and direct others and can play the role of leaders in society. The investigator here attempts to study the impact of professional ethics and emotional maturity on leadership quality of student teachers. The study has revealed that there is significant impact for professional ethics and emotional maturity on leadership quality of student teachers.

INTRODUCTION

The teachers are the kingpins of the educational system. The psychological as well as sociological environment affect man's behaviour and hence certain qualities which are essential for a good teacher, are better

developed in vibrant environments. It is presumed that the success of a teacher depends on his ability to state his ideas clearly to the students. The quality of good and professionally competent teacher depends on certain factors like the degree of professional ethics, level of adjustment, emotional stability and good leadership qualities.

The key ethical principles which are necessary for teaching profession are: honesty, integrity, fulfilling commitments in letter and spirit, being fair and openminded and willing to admit errors, caring and compassion, respect for human dignity, responsible, pursuit of excellence and accountable for decisions and its consequences.

Emotions are sources of social and self evaluations (Hurlock, 1972). Emotional maturity allows a person to take charge of his life. People have their own vision for their life and their own ambition for success. Focusing on realizing one's vision, can create a happiness and healthy life. When one

* HSST (Commerce), Govt. Vocational & Higher Secondary School, Paruthippally.

develops emotional maturity, life becomes a joyful and easy. Therefore happiness and fulfillment are in their hands. Emotional maturity refers to the ability to understand, and manage emotions. It enables an individual to lead a life filled with happiness and fulfillment. Emotional Maturity is expressed through a person's thoughts and behaviours. It is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra- personally.

Leadership is described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. A leader is a person who influences a group of people towards the achievement of a common goal. He is the person who goes first and leads by example, so that others are motivated to follow him. To be a leader, a person must have a deep-rooted commitment to the goal that he will strive to achieve it even if nobody follows him.

OBJECTIVES OF THE STUDY

1. To assess the impact of professional ethics, emotional maturity and leadership quality of student teachers in Thiruvananthapuram District.
2. To compare the professional ethics of student teachers based on their sex and locality.
3. To compare the emotional maturity of student teachers based on their sex and locality.

4. To compare the leadership qualities of student teachers based on their sex and locality
5. To find out the relationship between professional ethics and leadership qualities of student teachers.
6. To find out the relationship between emotional maturity and leadership qualities of student teachers.

METHODOLOGY IN BRIEF

Method adopted

Normative Survey method was used for the collection of data

Sample

The study was conducted on a sample of 125 student teachers from B.Ed colleges selected from Thiruvananthapuram District.

Tools used

1. Professional Ethics Scale for Student teachers.
2. Emotional Maturity Questionnaire
3. General Data Sheet

Statistical Techniques used

1. Percentage Analysis
2. t – test
3. Pearson's Product Moment Co efficient of correlation.

RESULT AND DISCUSSION

Level of Professional Ethics, Emotional Maturity and Leadership quality of student teachers in Thiruvananthapuram district.

Table 1

Level of Professional Ethics, Emotional Maturity and Leadership quality of student teachers in Thiruvananthapuram district.

Professional Ethics	Total	%	Emotional Maturity	Total	%	Leadership Quality	Total	%
High	15	12.90	High	24	18.55	High	20	16.94
Average	89	72.00	Average	80	65.52	Average	81	63.71
Low	21	15.10	Low	21	15.43	Low	24	19.35
Total	125		Total	125	100	Total	125	100

From the table 1 it is evident that only a few student teachers(12.90%) are having high professional ethics and a few student

teachers(18.55%) are having high emotional maturity. The Leadership quality of majority (63.71%) of student teachers are found at average level.

Table 2

Significance of difference between means of male and female student teachers with regard to their professional ethics, emotional maturity and leadership quality

Group Statistics						
	Sex	N	Mean	Std Deviation	Std.Error Mean	t - Value
Professional Ethics	Male	64	24.15	5.78	.68504	0.68
	Female	61	23.24	6.78	.85431	
Emotional Maturity	Male	64	24.58	6.89	.84843	0.43
	Female	61	23.25	7.56	.93456	
Leader Quality	Male	64	27.18	6.58	.87651	0.03
	Female	61	28.10	6.78	.81678	

The table 2 shows that there is no significant difference in the professional ethics, emotional

maturity and leadership quality of student teachers with regard to their type of sex.

Table 3
Significance of difference between means of rural and urban student teachers with regard to their professional ethics, emotional maturity and leadership quality

Group Statistics						
	Locality	N	Mean	Std Deviation	Std Error Mean	t - Value
Professional Ethics	Rural	64	24.98	6.16	.74631	0.65
	Urban	61	23.14	5.36	.87832	
Emotional Maturity	Rural	64	24.74	7.14	.88760	0.92
	Urban	61	23.16	6.56	.98765	
Leadership Quality	Rural	64	27.56	7.58	.88765	0.68
	Urban	61	28	6.78	.89876	

From the table 3 it is clear that there is no significant difference in the professional ethics, emotional maturity and

leadership quality of student teachers with regard to their locality.

Table 4
Relationship between professional ethics, emotional maturity and leadership quality of student teachers in Thiruvananthapuram District.

		Professional Ethics	Emotional Maturity	Leader Quality
Professional Ethics	Pearson Correlation		0.673**	0.609**
	Sig.(2 –tailed)		.000	.000
	N	125.00	125	125
Emotional Maturity	Pearson Correlation			0.698**
	Sig.(2 –tailed)			.000
	N			125

**Correlation is significant at 0.01 level(2 – tailed)

The table 4 reveals that there is significant relationship between professional ethics, emotional maturity and leadership

quality of student teachers in Thiruvananthapuram District.

Table 5a

Relationship between professional ethics, emotional maturity and leadership quality of male student teachers.

		Correlations		
		Professional Ethics	Emotional Maturity	Leader Quality
Professional Ethics	Pearson Correlation		0.589**	0.532**
	Sig.(s2 –tailed)		.000	.000
	N		64	64
Emotional Maturity	Pearson Correlation			0.648**
	Sig.(2 –tailed)			.000
	N			64

**Correlation is significant at 0.01 level(2 – tailed)

From the table 5a it can be inferred that there is significant relationship between professional ethics, emotional maturity and leadership quality of male student teachers in Thiruvananthapuram District.

Table 5b

Relationship between professional ethics, emotional maturity and leadership quality of female student teachers in Thiruvananthapuram district

		Professional Ethics	Emotional Maturity	Leader Quality
Professional Ethics	Pearson Correlation		.693**	.623**
	Sig.(2 –tailed)		.000	.000
	N		61	61
Emotional Maturity	Pearson Correlation			.764**
	Sig.(2 –tailed)			.000
	N			61

**Correlation is significant at 0.01 level(2 – tailed)

There is significant relationship between professional ethics, emotional maturity and leadership quality of urban student teachers in Thiruvananthapuram District.

Table 6
Relationship between Professional ethics, emotional maturity and leadership quality of rural student teachers in Thiruvananthapuram district

		Professional Ethics	Emotional Maturity	Leader Quality
Professional Ethics	Pearson Correlation		0.784**	0.734**
	Sig.(2 –tailed)		.000	.000
	N		64	64
Emotional Maturity	Pearson Correlation			0.794**
	Sig.(2 –tailed)			.000
	N			64

**Correlation is significant at 0.01 level(2 – tailed)

There is significant relationship between professional ethics, emotional maturity and leadership quality of rural student teachers in Thiruvananthapuram.

Table 7
Relationship between Professional ethics, emotional maturity and leadership quality of urban student teachers in Thiruvananthapuram district.

		Professional Ethics	Emotional Maturity	Leader Quality
Professional Ethics	Pearson Correlation		.487**	.476**
	Sig.(2 –tailed)		.000	.000
	N		61	61
Emotional Maturity	Pearson Correlation			.564**
	Sig.(2 –tailed)			.000
	N			61

**Correlation is significant at 0.01 level(2 – tailed)

There is significant relationship between professional ethics, emotional maturity and leadership quality of urban student teachers in Thiruvananthapuram district.

CONCLUSION

The study found that the professional ethics and emotional maturity of student teachers have a positive and significant influence on their emotional maturity. It was also found from the study that professional ethics, emotional maturity and leadership quality of majority of the student teachers are only all average level. It was also found that the professional ethics, emotional maturity and leadership quality is more or less similar, irrespective of sex and locality of the

student teachers. The above conclusions point out that the majority of student teachers do not have adequate professional ethics, emotional maturity and leadership quality.

Teacher education institutions provide tasks to student teachers which will enhance their professional ethics. Workshops and seminars should be conducted by inviting professionals and psychologists for giving proper advice to student teachers for enhancing their professional ethics, emotional maturity and leadership qualities.

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A STUDY OF LINGUISTIC INTELLIGENCE OF PROSPECTIVE TEACHERS

* Ajin Shaly R.R

** Dr. Bright.C

ABSTRACT

The present study is aimed at investigating the linguistic intelligence of prospective teachers. The sample of the study comprised of 400 prospective teachers. Normative survey method was adopted for the study. English language is having a prominent place in the field of education and it is highly a determining factor for selecting the English teachers. So here the English stream prospective teachers were considered. The study has revealed that locality and mother's educational qualification are influencing factors in the linguistic intelligence of prospective teachers.

INTRODUCTION

Education has occupied a unique place in the society. It imparts knowledge and psychologists consider it as modification of behavior. Education is the process whereby progressive transformation occurs gently. It acts as an aid for an individual to think abstractly and perform accordingly. It is the

training of thought, thinking and intelligence is the word used to cover speed, facility, responsiveness, perseverance and readiness to act. Education as a telic process is assigned with the task of unfolding the inner splendour of an individual. It helps the learner to evolve from lower plane to the higher plane. Human beings are dynamic and progressive in nature. The role of teacher in a democratic system of education is very crucial. The main focus of education is not accomplished without the teacher. The teacher has to be a philosopher and a guide to the students and assist them to march forward to establish a new social structure. The potentialities of the students have to be properly developed so that they become very creative and progressive.

NEED AND SIGNIFICANCE OF THE STUDY

Language has got a prominent role in the day-to-day activities for the dissemination of data. In the field of education, without

* *M.Ed Scholar, N.V.K.S.D College of Education, Attoor*

** *Associate Professor, N.V.K.S.D. College of Education, Attoor.*

language nothing can be activated. English language is highly mandatory in the present scenario because the demand for it is hiking day-by-day. Language teachers have the responsibility to make students confident in their language skills. We cannot say now speaking is more important rather than writing or vice versa and listening is highly significant than reading or vice versa. All the four skills are embedded with one another. Prospective student teachers have to master all the above in order to produce quality students. Therefore language teachers were selected for this study because effective communication skill rests on them.

OBJECTIVES OF THE STUDY

- i. To study the level of linguistic intelligence of prospective teachers
- ii. To study whether there exists any significant difference in the mean scores of linguistic intelligence of prospective teachers with respect to their locality and mother's educational qualification.

HYPOTHESES OF THE STUDY

1. There exists significant difference in the mean scores of linguistic intelligence of rural and urban prospective teachers
2. There exists significant difference in the mean scores of linguistic intelligence of prospective teachers whose mothers

are having different levels of educational qualification.

METHODOLOGY IN BRIEF

Method Adopted

Normative survey method was adopted for the study.

Population

The population in the present study consisted of all prospective teachers studying in different B.Ed colleges in Kanniyakumari District.

Sample

The sample for the study consisted of 400 prospective teachers selected from different colleges of education in Kanniyakumari district. Stratified random sampling technique was used to select the sample.

Tools used

The tools used for the collection of data was

- Linguistic Intelligence test (constructed and validated by the investigator)

STATISTICAL TECHNIQUES USED

For analysis of data the following statistical techniques were used.

- Arithmetic mean
- Standard deviation
- t-test

RESULT AND DISCUSSION

Comparison of linguistic intelligence based on locality

Table 1.1

Mean, SD and t values of linguistic intelligence of rural and urban prospective teachers

Locality	Mean	SD	N	t	p	Remark
Rural	17.16	6.17	320	2.791	0.006	<i>Sig. at 0.01 level</i>
Urban	19.76	7.74	80			

From the above table 1.1, it is clear that the t value is, 2.791 $p > 0.01$ level and it is significant at 0.01 level. The mean scores of urban prospective teachers is found to be 19.76 which is higher than that of rural prospective teachers whose mean score is 17.16. Therefore the null hypothesis stated as there exists no significant difference in the mean scores of

linguistic intelligence of prospective teachers based on locality is rejected. Hence it can be said that the prospective teachers whose locale is urban ranks higher in their linguistic intelligence than the prospective teachers who have locale as rural.

Comparison of linguistic intelligence based on mothers' educational qualification

Table 1.2

Mean SD and t values of linguistic intelligence of prospective teachers according to mother's educational qualification

Mother's Ednl Qualification	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Below SSLC	16.83	6.37	Between Gp	424.5	2	212.2701	4.990	0.007	<i>Sig. at 0.01 level</i>
Above SSLC	18.69	6.56	Within Gp	16888.137	397	42.54			
Graduate	19.32	7.08	Total	17312.678	399				

From the above table 1.2, it is clear that the calculated value (F 4.990; $p < 0.01$) is significant. Therefore the null hypothesis stated as there exists no significant difference in the mean scores of linguistic intelligence of

prospective teachers based on mothers' educational qualification is rejected. That is the linguistic intelligence of prospective teachers statistically differ with respect to their mothers' educational qualifications.

The result does not help to identify exactly the pairs of group which differ statistically. Hence Scheffe's post hoc multiple comparison is made used for further analysis.

Table 1.3

Scheffe's post hoc pair wise comparison for mother's educational qualification of prospective teachers

Mother's Ednl Qualification	N	Pair	p (Scheffe)	Remark
Below SSLC (A)	235	A Vs B	0.047	<i>Sig. at 0.05 level</i>
Above SSLC (B)	112	B Vs C	0.846	<i>NS</i>
Graduate (C)	53	A Vs C	0.044	<i>Sig. at 0.05 level</i>

From the above table 1.3, it is ostensible that the prospective teachers whose mothers' educational qualification as below SSLC and above SSLC, below SSLC and graduate have definite influence over their linguistic intelligence.

FINDINGS

1. Urban prospective teachers possessed high linguistic intelligence than the urban prospective teachers.
2. Mothers' educational qualification significantly influenced the linguistic intelligence of prospective teachers.

EDUCATIONAL IMPLICATIONS

1. English language need to be taught by using diversified methods like communicative language teaching, total physical response, and task based language teaching and so on.
2. Students need to encourage learning language as skill rather than subject. Like other science subjects more practical session can be allocated in the timetable. Hence students may get chance to explore in language.
3. To induce linguistic intelligence, students thinking must be stimulated. so classroom must be enriched and it should ensure individual accountability with task oriented learning experience.
4. Students could be encouraged to write story, poem, novels, riddles to develop linguistic intelligence.

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A STUDY ON COMMUNICATION SKILLS OF PROSPECTIVE TEACHERS

* Viniba. V.B

** Dr. Devika. S

ABSTRACT

In this study, the investigator made an attempt to study the communication skills of prospective teachers in Kanyakumari District. The objectives of the study were, to find out the level of communication skills of prospective teachers and to find out whether there exists any significant difference in the mean scores of communication skills of prospective teachers with respect to their gender, locale, faculty of study and type of family. Normative survey method was adopted for the conduction of the study. The sample for the study consisted of 400 prospective teachers selected from different Colleges of Education in Kanyakumari District. Stratified random sampling technique was used to select the sample. The findings revealed that majority of prospective teachers possessed medium level of communication skills. It was also found that there exists significant difference between

male and female, urban and rural, nuclear and joint family prospective teachers in their communication skills, but no difference was found between the prospective teachers belonging to arts and science faculties.

INTRODUCTION

Communication is a two way process involving exchange of ideas, facts and opinions. It involves both information and understanding of matter. It is a meeting of minds. The end result of communication is mutual understanding. Communication includes all means by which meaning is conveyed from one person to another. The popular means of communication are spoken words, written words, facial expressions, gestures and audio-visual aids (Clement, 2008). Teacher is one of the most cardinal and significant components of education. The competency of teachers decide the quality of education. The tone, volume, rhythm and

* *M.Ed Scholar, N.V.K.S.D College of Education, Attoor*

** *Assistant Professor, N.V.K.S.D. College of Education, Attoor.*

emotions of the communicator play a vital role while dealing with students (Filiz Mete, 2015).

Classroom communication is very important in the teaching-learning process. The communication between the teacher and the students can be categorized generally as verbal and non-verbal communication. The influences of verbal behaviours are mostly audible, while non-verbal behaviour has a vision based impact on the students. Verbal and non-verbal communication always go together. Non-verbal communication has got unique impact of its own. It provides support to verbal communication. This includes physical characteristics, facial expressions and location of the body, voices and gestures (Aggarwal, J.C, 2011)

NEED AND SIGNIFICANCE OF THE STUDY

Teachers need excellent communication skills to succeed in their profession. Oral, written and interpersonal communication skills are required by teachers to facilitate understanding of teaching and the ability to accomplish their responsibilities effectively. Development of effective communication skills is an important aspect of teachers' advancement potential. Teachers must possess highly developed communication skill to become a successful professional. The development of these skills not only enhances the teachers' potential, but will also improve their general quality. Advanced communication skills are required in all aspects of teaching learning process. Teachers must possess highly developed oral and written skills to communicate efficiently and effectively with the learners and co-workers

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(Sailaja,S, 2015). Prospective teachers therefore, must have good leadership traits and training in the art of public speaking as part of their communication skills. All these emphasize the need for good communication skills for all prospective teachers. More than that communication skill is highly in demand for societal survival. In the present study an attempt is made to find out the communication skills of prospective teachers in Kanyakumari District.

OBJECTIVES OF THE STUDY

1. To study the level of communication skills of prospective teachers.
2. To compare the communication skills of prospective teachers with respect to:
 - i) Gender
 - ii) Locale
 - iii) Academic stream
 - iv) Type of family

HYPOTHESES OF THE STUDY

1. There exists significant difference in the mean scores of communication skills of male and female prospective teachers.
2. There exists significant difference in the mean scores of communication skills of rural and urban prospective teachers.
3. There exists significant difference in the mean scores of communication skills of prospective teachers based on their academic stream.
4. There exists significant difference in the mean scores of communication skills of prospective teachers coming from nuclear and joint families.

METHODOLOGY IN BRIEF

Method

Normative survey method was adopted for the study.

Sample

The sample for the study consisted of 400 prospective teachers selected from different colleges of education in Kanyakumari District. Stratified random sampling technique was used to select the sample.

Tool used

The tool used for this study was Communication Skills Inventory (constructed and validated by the investigator).

STATISTICAL TECHNIQUES USED

For analysis of data the following statistical techniques were used

1. Arithmetic mean
2. Standard deviation
3. t-test

RESULTS AND DISCUSSION

Level of Communication Skills of Prospective Teachers

The percentage wise distribution of different levels of communication skills of prospective teachers are given in table 1

Table 1

Percentage Wise Distributions of Different Levels of Communication Skills

Communication Skills	Count	Percentage
Low	69	17.25
Medium	260	65.00
High	71	17.75
Total	400	100

From table 1, it is clear that the number of samples according to low, medium and high levels of communication skills were 69, 260 and 71 and the corresponding percentages were

17.25, 65.00 and 17.75 respectively. This indicates that most of the prospective teachers possessed medium level of communication skills.

a) Gender wise comparison of communication skills of prospective teachers

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of male and female prospective teachers.

Two groups of prospective teachers namely male and female subjects have been considered for study as per the analysis given in table 2

Table 2

Comparison of Communication Skills of Male and Female Prospective Teachers

Gender	Mean	SD	N	t	P	Remark
Male	82.00	8.61	38	3.199	0.001	Sig. at 0.01 level
Female	86.73	9.22	362			

The calculated t value ($t= 3.199$; $p < 0.01$) is significant at 0.01 level. Hence the null hypothesis $H_0: 1$ is rejected. It shows that there exists significant difference between male and female prospective teachers in their communication skills. That is communication

skills of prospective teachers statistically differ with respect to their gender. The mean value shows that female prospective teachers have significantly more communication skills when compared to male prospective teachers.

b) Comparison of communication skills based on Locale

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of rural and urban prospective teachers.

Two groups of rural and urban prospective teachers have been subjected for study as per the analysis given in table 3

Table 3

Comparison of Communication Skills of Rural and Urban Prospective Teachers

Locale	Mean	SD	N	t	P	Remark
Rural	85.45	8.53	270	2.432	0.015	Sig. at 0.05 level
Urban	88.01	10.44	130			

The calculated t value ($t= 2.432$; $p < 0.05$) is significant at 0.05 level. Hence the null hypothesis $H_0: 2$ is rejected. It shows that there exists significant difference between rural and urban prospective teachers in their communication skills. That is communication

skills of prospective teachers statistically differ with their locale. The mean value shows that urban prospective teachers possess considerably more communication skills when compared to rural prospective teachers.

c) Comparison of communication skills based on their Academic stream

Null Hypothesis:

There exists no significant difference in the mean scores of communication skills of prospective teachers based on their academic stream.

Two groups of prospective teachers belonging to arts and science faculties have been subjected for study as per the analysis given in table 4

Table 4

Comparison of Communication Skills Based on Faculty of Study

Locale	Mean	SD	N	T	P	Remark
Arts	86.62	9.77	201	0.735	0.463	NS
Science	85.94	8.72	199			

The calculated t value ($t = 0.735$; $p > 0.05$) is not significant at any level. Hence the null hypothesis $H_0: 3$ is accepted. It shows that there exists no significant difference between prospective teachers on the basis of their different academic streams. So academic stream has no significant influence in the communication skills of prospective teachers.

d) Comparison of communication skills based on type of families

Null Hypothesis

There exists no significant difference in the mean scores of communication skills of prospective teachers from nuclear and joint families.

Two groups of prospective teachers from nuclear and joint family have been subjected to study as per the analysis given in table 5.

Table 5

Comparison of Communication Skills of Prospective Teachers from Nuclear and Joint Family

Type of family	Mean	SD	N	T	P	Remark
Nuclear	87.26	8.52	299	3.312	0.001	Sig. at 0.01 level
Joint	83.38	10.68	101			

The calculated t value ($t = 3.312$; $p < 0.01$) is significant at 0.01 level. Hence the null hypothesis $H_0: 4$ is rejected. It shows that there exists significant difference between the prospective teachers coming from nuclear and joint family in their communication skills. That is communication skills of prospective teachers statistically differ with respect to their type of family. The mean value shows that prospective teachers from nuclear families possess more communication skills when compared to prospective teachers of joint families.

FINDINGS AND CONCLUSIONS

1. Majority of prospective teachers have medium level of communication skills. This is supported by the following result (65% of prospective teachers possess medium level of communication skills).

2. Gender has significant influence on communication skills of prospective teachers. Female prospective teachers possess high level of communication skills when compared to their male counterparts. It may be because of the reason that they feel more socially

active and talk more. It is also seen that females talk more than males in our society. Therefore the linguistic ability of females are better and therefore they can take up teaching in their career.

3. Locale has influence on communication skills of prospective teachers. Urban prospective teachers possess more communication skills when compared to rural prospective teachers. It may be because of the reason that urban students get more opportunities to engage in activities like debate, group discussions and extempore speeches which can enhance their communication skills.
4. Faculty of study selected by them has no influence on communication skills of prospective teachers.
5. Type of family has definite influence on communication skills of prospective teachers. Prospective teachers from nuclear family possess higher level of communication skills when compared to prospective teachers from joint family. It may be because of the reason that most of the parents in the nuclear families provide their children with most modern technological gadgets. They are also exposed to mass media which can also enhance communication skills of students from nuclear families.

EDUCATIONAL IMPLICATIONS

The study revealed that majority of prospective teachers in Kanyakumari District possesses moderate level of communication skills. Prospective teachers may be encouraged to participate in various programmes like

speech competitions, quiz programmes, extempore speech and group discussions which can improve their communicative competence and inculcate in them the spirit and necessity of communication skills in the contemporary social scenario. The ideas and views of prospective teachers should be valued by all. They may also be encouraged to develop a positive self image through their communication skills.

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ATTITUDE TOWARDS M-LEARNING AMONG PROSPECTIVE TEACHERS IN KANNIYAKUMARI DISTRICT

* Vishnuja .T

** Mr. Prasad P.S

ABSTRACT

In this study, the investigator made an attempt to study the Attitude of m-learning among prospective teachers in Kanniyakumari District. The purpose of the study was to study the level of m-learning of prospective teachers and to find out whether there is any significant difference in the mean scores of attitude towards m-learning of prospective teachers with respect to the selected background variables sex, locality, programme, frequency of mobile phone use and purpose of using mobile phone. Normative survey method was adopted for this study. The sample for the study consisted of 400 prospective teachers. The study revealed that the prospective teachers have favourable attitude towards m-learning. It was found that programme, frequency of mobile phone use and purpose of using mobile phone have significant difference in the mean scores of attitude of m-learning. However, sex and locality have no significant difference in the mean scores of attitude of m-learning.

INTRODUCTION

M-learning or mobile learning is defined as learning across multiple contexts, through social and content interactions, using personal electronic devices. M-learning concentrates on the mobility of the learner and interacting with portable technologies. Using mobile tools for creating learning aids has become an important part of informal learning. M-learning is convenient in that it is accessible virtually from anywhere. It also brings strong portability by replacing notes and books with small devices, filled with tailored learning contents. M-learning is the use of handheld devices such as personal digital assistants (PDAs), laptops, cell phones and any other handheld information technology device that may be used in teaching and learning. Now-a-days many schools are using mobile devices even in the classroom teaching. With the help of all these, teaching and learning takes place easily and effectively.

* *M.Ed Scholar, N.V.K.S.D College of Education, Attoor*

** *Assistant Professor, N.V.K.S.D. College of Education, Attoor.*

NEED AND SIGNIFICANCE OF THE STUDY

The mobile revolution has enhanced the process of learning enjoyable and effective. M-learning can engage the learner to learn anytime, anywhere and in any situation with portable mobile technology. Self learning is also enabled by using m-learning.

In the current situation, the students are very familiar with the digital devices. They are using all types of gadgets in their daily life. It seems that the students now avoid traditional method of learning and they prefer a change in the modalities of teaching - learning process. So mobile learning is an innovative process which motivates all the students to learn at their own pace.

Stead (2005) in his study found that M-learning will help to decrease the problems of young people's literacy. Moreover, they considered that M-learning can make learning good, increase the motivation of students (especially those who do not want to study at schools), and support lifelong learning. Keefe et al., (2003) found that mobile technologies offer a tremendous opportunity to re-engage excluded individual back into society through using technology to learn and continues education, especially when they are excluded from traditional forms of education.

OBJECTIVES OF THE STUDY

1. To study the level of attitude towards m-learning of prospective teachers.
2. To find out whether there is any significant difference in the mean scores of attitude towards m-learning of prospective teachers with respect to

the background variables –sex, locality, programme, frequency of mobile phone use and purpose of using mobile phone.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of attitude towards m-learning of male and female prospective teachers.
2. There is no significant difference in the mean scores of attitude towards m-learning of rural and urban prospective teachers.
3. There is no significant difference in the mean scores of attitude towards m-learning of 1st year and 2nd year prospective teachers.
4. There is no significant difference in the mean scores of attitude towards m-learning of prospective teachers based on frequency of using mobile phone.
5. There is no significant difference in the mean scores of attitude towards m-learning of prospective teachers based on purpose of using mobile phone.

METHODOLOGY IN BRIEF

Method

The investigator adopted survey method for conducting the study.

Sample

The sample for the study consisted of 400 prospective teachers selected from different colleges of education in Kanniyakumari District. Simple random sampling technique is used to select the sample.

Tools used

The tool used for the study was Attitude scale on m-learning prepared by the investigators.

STATISTICAL TECHNIQUES USED

For analysis of data, the following statistical techniques were used.

1. Arithmetic mean
2. Standard Deviation
3. t test
4. ANOVA

RESULT AND DISCUSSION**Table 1****Percentage wise distribution of different levels of attitude towards m-learning**

Attitude	Count	Percent
Unfavourable	60	15.00
Favourable	274	68.50
Highly favourable	66	16.50
Total	400	100.0

From the table 1, it is evident that about 15 percentage of the total sample have unfavourable attitude towards m-learning, about 16.50 percentage have high favourable

attitude towards m-learning and about 68.50 percentage of the sample expressed favourable attitude towards m-learning.

Table 2**Comparison of attitude towards m-learning based on sex**

Sex	Mean	SD	N	t	P	Level of Sig.
Male	151.18	18.36	34			NS
Female	153.34	16.33	366	0.662	0.508	

The calculated 't' value (t=0.662;P>0.05) is not significant at any level. So the null hypothesis "There is no significant difference in the mean

scores of attitude towards m-learning of male and female prospective teachers" is accepted.

Table 3**Comparison of attitude towards m-learning based on locale**

Locale	Mean	SD	N	t	P	Level of Sig.
Rural	152.90	15.74	278			NS
Urban	153.73	18.15	122	0.438	0.662	

In table 3, the calculated 't' value (t=0.438; P>0.05) is not significant. So the null hypothesis "There is no significant difference

in the mean scores of attitude towards m-learning of rural and urban prospective teachers" is accepted.

Table 4

Comparison of attitude towards m-learning based on programme

Programme	Mean	SD	N	t	P	Level of Sig
B.Ed I Year	155.23	16.25	229	2.938	0.003	Sig. at 0.05 level
B.Ed II Year	150.37	16.45	171			

In table 4, the calculated 't' value (t=2.938; P<0.05) is significant at 5 percent level. It is clear that 1st year prospective teachers have

more favourable attitude towards m-learning than the 2nd year prospective teachers. Hence the hypothesis is rejected.

Table 5

Comparison of attitude towards m-learning based on frequency of using mobile phone

Frequency of using mobile	Mean	SD	Source	Sum of Squares	Df	Mean Square	F	p	Level of Sig.
Daily	155.99	14.7	Between Gp	10193.9	3	3397.97	13.681	0.00	Sig. at 0.01 level
Weekly	152.31	14.85	Within Gp	98353.801	396	248.37			
Monthly	137.35	21.99	Total	108547.7	399				
Never	150.42	17.21							

In the table 5, the calculated 'F' value (F=13.681; P<0.01) is significant at 5 percent level. So the null hypothesis "There is no significant difference in the mean scores of attitude towards m-learning of prospective teachers based on frequency of using mobile

phone" is rejected. The mean values shows that the prospective teachers using phone daily have high attitude towards m-learning than the prospective teachers using mobile phone weekly, monthly and never.

Table 6

Comparison of attitude towards m-learning based on purpose of using mobile phone

Purpose of using	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Level of Sig.
Studies	151.53	17.14	Between Gp	3237.8	2	1618.88	6.103	0.002	Sig. at 0.01 level
Personal use	146.32	18.45	Within Gp	105309.94	397	265.2643			
Both	154.76	15.67	Total	108547.7	399				

In table 6, the calculated 'F' value (F-6.103; P<0.01) is significant at 5 percent level. So the null hypothesis "There is no significant difference in the mean scores of attitude towards m-learning of prospective teachers based on purpose of using mobile

FINDINGS

1. Majority of prospective teachers have medium level of M-learning. This was supported by the following result (68.50% of prospective teachers have medium level of M-learning).
2. There existed no significant difference in the mean scores of attitude towards m-learning of male and female prospective teachers. The finding was supported by the result of t(0.662) which is not significant.
3. There existed no significant difference in the mean scores of attitude towards m-learning of urban and rural prospective teachers. The finding was supported by the following result (t-0.438) which is not significant.
4. There existed significant difference in the mean scores of attitude towards m-learning of 1st year B.Ed and 2nd year B.Ed prospective teachers. The finding was supported by the following result (t-2.938; Pd^o0.05 which is significant at 0.01 level). It is clear that 1st year prospective teachers have more formula attitude towards m-learning than the 2nd year prospective teachers.
5. There exists significant difference in the mean scores of attitude towards m-learning of prospective teachers based on frequency of using mobile phone.

phone" is rejected. The mean values shows that the prospective teachers using phone for both purpose have more favourable attitude towards m-learning than the prospective teachers using mobile phone for studies and personal use.

The finding was supported by the following result (F-13.681; Pd^o0.01 which is significant at 0.01 level). It is clear that there was significant difference in the mean scores of attitude towards m-learning of prospective teachers based on frequency of using mobile phone weekly and monthly, daily and monthly and monthly and never.

6. There exists significant difference in the mean scores of attitude towards m-learning of prospective teachers based on purpose of using mobile phone. The finding was supported by the following result (F-6.103; Pd^o0.01 which is significant at 0.01 level). It was clear that there was significant difference in the mean scores of attitude towards m-learning of prospective teachers based on purpose of using mobile phone for personal use and both.

CONCLUSION

The study revealed that the prospective teachers have favourable attitude towards m-learning. It was found that programme, frequency of mobile phone use and purpose of using mobile phone have significant difference in the mean scores of attitude of m-learning. Sex and locality have no significant difference in the mean scores of

attitude of m-learning. M-learning definitely is an innovative technique today in teaching learning process and it makes the learning process interesting and fruitful. So prospective teachers should equip themselves to use different applications in their mobile devices. They could be also trained to use educational apps appropriately in their classrooms.

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