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International Journal of Pedagogical Studies (IIPS) is an international journal that publishes high quality of articles and research papers in English in all areas of Education. The journal aims to provide platform for the Research Aspirants, Academicians, Professional Practitioners, Scholars and Students to impart and share knowledge in the form of high quality theoretical and empirical original research papers in the field of education. The journal welcomes the submission of manuscript that meet the general criteria of significance and academic excellent papers and it will be published every year after acceptance. IIPS will publish original research articles pertaining to the education related work.

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HIGHER SECONDARY TEACHERS EXPERIENCES AND EXPECTATIONS TOWARDS BLENDED LEARNING

Abstract

Blended learning which, its name suggests blends online learning with traditional methods of learning and development. It suggests an elegant solution to the challenges of traditional methods of learning and development to the needs of individuals. The aim of the research study was to explore teachers' perceptions and to identify expectations towards blended learning at higher secondary level. The investigator adopted mixed method design, by which explanatory sequential design were employed in the study and randomly selected 62 higher secondary teachers, by giving proper representation from Govt. and Govt. aided schools from Thrissur district, in Kerala. A descriptive open-ended questionnaire and likert type 5 points summated scale were used for qualitative and quantitative data collection. The results of the study revealed that blended learning at higher secondary level has benefitted to the students in many aspects. Higher secondary teachers perceived that there has been an improvement in student's contextual learning as well as increased motivation to learn with the application of blended learning.

Keywords: *Blended Learning, Higher Secondary Teacher and Experience.*

Introduction

The quality of education depends upon various factors like the teaching to which the learner is exposed, the educational facilities, the environment available in the institutions and the temperament and approach of a learner towards the study. All of the above mentioned factors; the teacher plays a prominent role in enhancing quality in education. A shift towards a developmental, learner centered and activity bases approach to teaching and learning has identified the introduction of e-learning as one of the objectives of curriculum renewal. The XIIth Five Year Plan focuses on e-education has stated that the introduction of e-learning in education represents an important part of the Government's strategy to improve the quality of teaching and learning across the higher education and training system. Blended learning which, its name suggests blends online learning with traditional methods of learning and development. It suggests an elegant solution to the challenges of traditional learning and development to the needs of individuals.

It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and

participation offered in the traditional classroom setting.

Concept of Blended Learning

Blended learning as described by (De Zure, 2002) refers to courses that combine face-to face classroom instruction with online learning. Blended learning involves a shift away from the purely classroom interaction, lecture style mode of instruction to a more student-centered style. Blended learning is a hybrid learning concept integrating traditional in-class sessions and e-learning elements (Rooney, 2003 cited by Yaman,.M & Graf.D.,2010) in an attempt to combine the benefits of both learning forms. Elements from elearning or in-class sessions should

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not be included arbitrarily, nor should one form of learning simply accompany the other.

There is no rule of thumb determining the percentage of online and in-class phases in the concept. The emphasis placed on each phase depends on the learning goals, content, learning group, available online resources and didactical design. The decisive factor in developing blended learning concepts is to combine the methods of in-class learning and e-learning in a way that is appropriate to both pedagogy and current concepts of learning (Lang, 2002 cited by Yaman, M & Graf, D., 2010).

Rationale for the Study

Times are changing for higher secondary education with the de-emphasis on technology mediated learning, especially e-learning for delivering instruction. According to the Department of Education, e-learning encourages learner-centred teaching, active exploratory inquiry-based learning, creativity, critical thinking and informed decision making. This is in an attempt to increase students' level of independence and also enable them to gain a deeper understanding of the subject matter. Having unlimited access to information via web links created in the online classroom, the students will be able get opportunities to create and present new knowledge that is of high quality, relevant and diverse. In a shift towards technological development, blended learning represents a new approach and mix of classroom and online activities consistent with the goals of specific outcomes and behavioral changes. Indeed, the researcher anticipates that blended learning approach will change the teaching learning situation in which students are actively involved in the learning process. The rationale of the study was to explore higher secondary teachers experience and expectations towards blended learning approach as an effective means for transacting the curriculum.

Literature Review

Akkoyunlu, B., & Meryem, Y. S. (2008), results revealed that students' views on blended

learning process, such as ease of use of the web environment, differ according to their learning styles. Powell, A. (2011), in his case study describes the current e-learning initiatives and projects for students in secondary schools in New Zealand. Harnisch, H., & Tylor, M. L. (2012), contributes to research by identifying, from the key stakeholders of students' and deliverers' factors that are specific to the blended learning process and contribute to a structured and positive transition experience for the students. Staker, H., & Horn, M. B. (2012), observed that there were six main blended-learning models emerging in the sector from the perspective of the student. Yapici, I. U., & Akbayin, H. (2012), their research results revealed that the blended learning model contributed more to the students' biology achievement than traditional teaching methods. Psycharis, S., Chalatzoglidis, G., & Kalogiannakis, M. (2013), endorsed the improvement in students' performance and it is associated with participants' conceptual understanding, students had stronger attitudes towards blended learning.

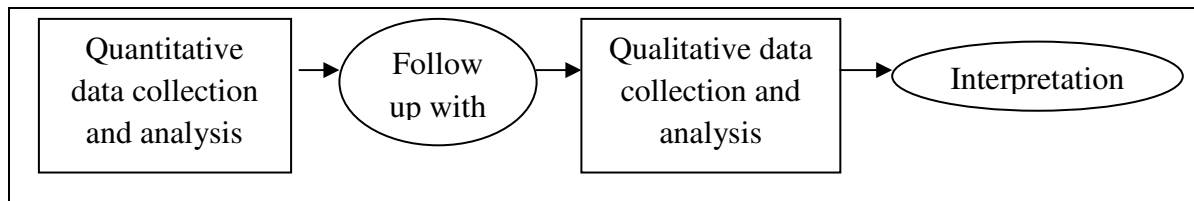
Aim of the Study and the Research Questions

The aim of the research study was to explore teachers' perceptions and to identify expectations towards blended learning at higher secondary level. The study addressed the following research question:

1. What are the perceptions of academic staff towards blended learning at higher secondary level?
2. What are the expectations of academic staff towards blended learning at higher secondary level?

Methodology

Research Design: The investigator adopted mixed method design, by which explanatory sequential design were employed in the study. The diagrammatic presentation of explanatory sequential mixed design was:



(Source: Creswell, J.W., 2011)

Sample: The investigator randomly selected 62 higher secondary teachers, by giving proper representation from Govt. and Govt. aided schools from Thrissur district, in Kerala.

Data collection tool: A self constructed likert type 5 points summated scale is used as tool for quantitative data collection. A descriptive open-

ended questionnaire was used for qualitative data collection. Personal data sheet (PDS) was used to collect information regarding domicile, type of institution and their stream of teaching.

Statistical techniques: Mean, standard deviation and t-test were used for quantitative data analysis. Explaining result procedure applied for analysis and interpretation of qualitative data.

Data Analysis and Interpretation

Table -1: Teachers’ Perceptions towards Blended Learning

Questions	SA	A	U	D	SD
1. Blended learning support contextual learning	48	8	2	3	1
2. Blended learning motivated to learn more	42	14	4	2	0
3. Blended learning increased independence learning	40	12	6	4	0
4. Blended learning assist deeper understanding of concepts	42	10	4	4	2
5. Blended learning allowed more interaction than face-to face lecture	30	12	4	12	4
6. Through online assessment blended learning provide immediate feedback	42	12	4	3	1

Key: SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree

Blended Learning support contextual learning

As shown in table 1, 48 teachers out of 62 respondents strongly agreed while 8 agreed that blended learning provides contextual support of learning. The fact that a small number disagreed

strongly disagreed or was uncertain with the experience of blended learning. The fact that 77 percent strongly agreed that blended learning support contextual learning

Table – 2: Evaluation of Contextual Learning support of Blended Learning

Contextual learning support with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards contextual learning support of blended learning	36.79	3.90
Female teachers perception towards contextual learning support of blended learning	35.90	3.97
Government school teachers perception towards contextual learning support of blended learning	34.71	1.78
Government aided school teachers perception towards contextual learning support of blended learning	33.61	2.23

Blended learning motivated to learn more

Result revealed in Table 1 that, 42 out of 62 respondents strongly agreed that the blended learning approach motivated the learners to learn more. This represents 67 percent of the total sample and with 22 percent agreed with the concept.

However it must be noted that none of the respondents strongly disagreed which may suggest that blended learning can have a significant effect on student motivation to learn.

Table – 3: Evaluation of Student Motivation

Student Motivation with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards blended learning motivated to learn more	24.25	1.92
Female teachers perception towards blended learning motivated to learn more	23.97	1.84
Government school teachers perception towards blended learning motivated to learn more	28.88	2.49
Government aided school teachers perception towards blended learning motivated to learn more	32.93	2.74

Blended learning increased independence learning

Result indicated in Table 1 revealed that 40 out of 62 respondents strongly agreed that blended learning has increased independence in the

learning process. This represents 64 percent of the total respondent, while 19 percent agreed with the concept. This positive result gives the impression that blended learning increased their independence in the learning process.

Table – 4: Evaluation of Independence Learning

Independence learning with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards blended learning increased independence learning	33.62	2.53
Female teachers perception towards blended learning increased independence learning	34.26	2.31
Government school teachers perception towards blended learning increased independence learning	31.86	2.97
Government aided school teachers perception towards blended learning increased independence learning	33.93	2.99

Blended learning assist deeper understanding of concepts

Table 1 show that 42 out of 62 respondents strongly agreed that blended learning assisted in acquiring deeper understanding of the

learning concepts. These represent 67 percent of the total sample while 16 percent agreed with the concept. This will enhance knowledge deepening and increase the ability of the students to add value to knowledge society.

Table – 5: Evaluation of Deeper Understanding of Concepts

Deeper understanding of concepts with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards blended learning assistance in deeper understanding of concepts	32.03	3.12
Female teachers perception towards blended learning assistance in deeper understanding of concepts	33.81	2.88

Government school teachers perception towards blended learning assistance in deeper understanding of concepts	34.94	1.85
Government aided school teachers perception towards blended learning assistance in deeper understanding of concepts	34.85	2.19

Blended learning allowed more interaction than face-to face lecture

Thirty respondents strongly agreed that blended learning allowed more interaction with the lecturer than in face to face interaction in the

normal classroom. This represents 48 percent of the total number of respondent while 19 percent agreed with that. The result indicates that lecturers interact more with students in an ordinary classroom than they would in blended learning classes.

Table – 6: Evaluation of Blended Learning Interaction

Blended Learning Interaction with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards blended learning, that allowed more interaction than face-to face lecture	34.11	1.85
Female teachers perception towards blended learning that allowed more interaction than face-to face lecture	33.65	2.89
Government school teachers perception towards blended learning that allowed more interaction than face-to face lecture	35.44	2.21
Government aided school teachers perception towards blended learning that allowed more interaction than face-to face lecture	35.51	2.41

Blended learning provide immediate feedback through online assessment

Table 1 result indicated that 42 out of the 62 respondent strongly agreed that the blended learning course provided them with immediate feedback on online assessments which represents 68 percent of the total sample while 19 percent

agreed the concept. The results indicate that the majority of the students did receive immediate feedback. Traditional educational practices despite its merits and advantages cannot provide students with feedback at the pace that online assessments do.

Table – 7: Evaluation of Blended Learning immediate feedback on Online Assessments

Immediate feedback on online assessments with respect to their Gender and School Management	Mean	S.D
Male teachers perception towards blended learning immediate feedback on online assessments	33.21	2.33
Female teachers perception towards blended learning immediate feedback on online assessments	30.72	1.76
Government school teachers perception towards blended learning immediate feedback on online assessments	35.41	1.81
Government aided school teachers perception towards blended learning immediate feedback on online assessments	35.40	2.07

Discussion of results and Findings

With regard to perceived usefulness, all the participants indicated that they realised the potential benefits of blended learning. The respondent strongly agreed that blended learning

strategy support contextual learning of concept at higher secondary level. Faculty members at higher secondary level agreed that blended learning can have a significant effect on student motivation to learn independence in learning, deeper

understanding of concepts and provide immediate feedback through online assessment. The result indicates that face-to face lecturers interact more with students in an ordinary classroom than they would in blended learning classes. Some positive perception towards the perceived use of blended learning was noted that:

- There is significant difference on the evaluation aspect - Blended learning motivated to learn more between the mean perception scores of Government and Govt.aided school teachers.
- There is significant difference on the evaluation aspect - Blended learning assist deeper understanding of concepts between the mean perception scores of male and female school teachers.
- There is significant difference on the evaluation aspect - Blended learning increased independence learning between the mean perception scores of Government and Govt.aided school teachers.
- There is significant difference on the evaluation aspect - Blended learning provides immediate feedback through online assessment between the mean perception scores of male and female school teachers.

While some of the comments are related to issues that have been discussed above, there are areas of concern that need to be addressed. Teachers have indicated that inadequate training and facilities have hampered their ability to use the blended learning classroom to its full potential thus disadvantaging them.

Conclusion

The results of this study have revealed that blended learning at higher secondary level has benefitted to the students in many aspects. Higher secondary teachers perceived that there has been an improvement in student's contextual learning as well as increased motivation to learn with the application of blended learning. In addition there is evidence to suggest that blended learning has increased student independence in the learning process which will contribute to them becoming lifelong learners. Having unlimited access to information relating deeper understanding of

concepts and immediate feedback on assessments as a result of blended learning hopefully will promote student ability to think critically and reflectively.

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RELATIONSHIP BETWEEN SELF CONCEPT AND ACHIEVEMENT MOTIVATION OF IX STANDARD ENGLISH MEDIUM STUDENTS OF AURANGABAD CITY

Abstract

Self concept has a role in the process of making the potential creativity to be functional and also has the ability to accelerate or seduce the achievement motivation of the person. Self concept and achievement motivation is an important area of research. This paper attempts to find the relationship between self concept and achievement motivation of IX standard students of English Medium Secondary Schools of Aurangabad city. The research is done on 300 IX standard students of English medium schools. The results reveal that there is low positive, but substantial relationship between self concept and achievement motivation. Result also reveals that there is no significant difference between the Mean of the scores of self concept and achievement motivation of male and female IX standard students of English medium school of Aurangabad city.

Keywords: *Self-Concept and Achievement Motivation.*

Introduction

Adolescence is one of the crucial stages of development between childhood and adulthood. In this stage many physical, cognitive, social and emotional changes take place. According to Hoelter and Harper (1987) the creative adolescent is very significant to their future life therefore appropriate training and caring from school and parents or family should be provided to utilize their creative potentials through fostering their self-concept and autonomy. Self concept is the totality of our impression, thoughts and feeling such that we have a continuing conscious sense of being. It is a composite of ideas, feelings and attitudes a person has about himself.

Baumrend (1991) suggested that the development of self-concept of children and adolescent requires an environment that provides the freedom to explore and experiment and protection from danger. Individuals with high self-concept tend to have confidence in their own abilities to make divisions, expectations for successful outcomes, and relationships that are characterized by respect and dignity (Tuttle and Tuttle, 2004). Therefore the manner in which a disability interacts with the process and factors that

are involved in the development of self concept is an important area of research.

Self concept has a role in the process of making the potential creativity to be functional and also has the ability to accelerate or seduce the achievement motivation of the person (Garzarelli, 1993, Finke, et. al. 1992). Leary (2007) explored the effect of self concept, achievement motivation and academic achievement and obtained that self concept had significant effect on achievement motivation and achievement of students.

Achievement motivation also plays a significant role in the total shaping of personalities which in turn shape the economic and social destiny of given society. Every human behaviour is

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based on some or other cause. Motives play major role and are the causative factors of human behaviour. When a person tries to manifest concern for excellence in work, it is a behavior backed by achievement motivation and will try to strive for excellence. (Asma, 2006). According to the study of Conroy (2003) achievement motivation is working as another motivational factor for the effective functioning of creativity. Self concept also is important with regard to achievement motivation, because people who feel favorably about themselves tend to work hard.

Self-Concept

Self concept refers to all those perceptions we have about ourselves, such as the way we look, or how good we are (Regers, 1980).

A subjective collection of one's attitudes and beliefs about him or herself, it is comprised of one's feeling and thoughts about his or her own strength, weakness abilities and limitations (Capute, Hazel, McMohan and Dannels, 2002).

Self concept is defined as the sum total of person's perception about his/her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes of himself as a person, his/her worth, his or her right to have his or her feeling and thoughts and making his/her decisions (Sood, 2006).

Self concept is a collection of one's own nature unique qualities and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self concept might include such beliefs as 'I am easy going' or 'I am pretty' or 'I am hard working' (Weiten, Dunn and Hammer, 2012).

Achievement Motivation

Achievement motivation is thought to arise from needs to pursue excellence, reach lofty goal, or succeed in difficult tasks. It involves competing with others or against some internal or external standard (Spence H., 1873).

Achievement motivation helps students to learn in school, fuel creative activities and helps

individuals and societies to attain goals (SchunkD.H., 2004).

Achievement motivation has been referred to as need for achievement (and abbreviated as N-achievement) is a wish to do well. It refers to an individual who strive to accomplish something to do his best, to excel others in performance (Ashok K. Hota, 2004).

With the above view it is possible to expect link among self-concept and achievement motivation. This study is an attempt to find the relationship between self concept and achievement motivation among IX standard students of English medium schools of Aurangabad city.

Related Literature

- (1) Hog Dean & other (1995) in a 2 years longitudinal study of 322, 6th & 7th grades compared 3 levels of self-concept (high, middle & low) and studied the effects of self-concept on achievement and achievement on self-concept. Influences of self-concept on grades were significant, but grades had only a modest influence on self-concept.
- (2) Antony (2001), concluded in the research work that there are more high creative adolescents than the low creative adolescents but their self-concept and achievement motivation are significantly poor. There is no significant difference between the creativity, self-concept and achievement, motivation of the CBSE, state syllabus adolescents or the male and female group.
- (3) Conroy (2003) studied and reported their achievement motivation is working as another motivational factor for the effective functioning of creativity. Self-concept also is important with regard to achievement motivation, because, people who feel favourably about themselves tend to work hard.
- (4) Neumeister (2004), conducted a study on the understanding of relationship between perfectionism and achievement motivation in

gifted college students. This study examined how gifted college students scoring high on 1 of the 2 different dimensions of perfectionism (socially prescribes or self-oriented) perceived their achievement motivation, finding indicated that for the socially prescribed perfectionists an underline motive to avoid failure influenced their achievement goals and behaviours. Based on this motive, they said both performance – avoidance and performance approach goal and tended toward procrastination on their work. In contrast, an underline motive to achieve influenced the achievement goals and behaviours of the self-oriented perfectionists. These participants set both mastery performance approach goals. They developed a strong work ethic, and they were motivated to seek out challenges.

- (5) Sing (2004), studied scientific creative thinking in relation to achievement motivation and family relationship among the students to senior secondary schools. The finding revealed that:

There is a positive relationship between scientific creativity and achievement motivation.

No significant relationship between scientific creativity and family relationship.

Positive relationship between scientific creative thinking and acceptance dimension of family was reported.

Objectives

- (1) To study the degree of self concept of IX standard students of English medium schools of Aurangabad city.
- (2) To study the degree of achievement motivation of IX standard students of English medium schools of Aurangabad city.
- (3) To study the difference between self concept of male and female students of English medium schools of Aurangabad city.

- (4) To study the difference between achievement motivation of male and female students of English medium schools of Aurangabad city.
- (5) To study the relationship between self concept and achievement motivation of IX standard students of English medium schools of Aurangabad city.

Hypotheses

- (1) There is high degree of self concept of IX standard students of English medium schools of Aurangabad city.
- (2) There is high degree of achievement motivation of IX standard students of English medium schools of Aurangabad city.
- (3) There is no significant difference between the self concept of male and female students of English medium schools of Aurangabad city.
- (4) There is no significant difference between the achievement motivation of male and female students of English medium schools of Aurangabad city.
- (5) There is positive and high correlation between self concept and achievement motivation of IX standard students of English medium schools of Aurangabad city.

Methodology

Method

Survey Method was used for the study.

Population

All the students of IX Standard of English medium schools of Aurangabad city.

Sample

Aurangabad city is divided into 5 zones viz. North, South, East, West and Central, from each zone, school of English medium which is following State Board Syllabus is randomly selected and in those 5 schools 60 students of IX standard, 30 boys and 30 girls were randomly selected which form a sample of 300 students in which 150 were boys and 150 were girls. These 300 students forms sample of study.

Tools

For data collection, 2 Standard Tools were used:

- (1) Self-concept Questionnaire of Dr. R.K. Saraswat (SCQ) (1984)

This test was developed by Dr. RajkumarSaraswat

- (2) Deo-Mohan Achievement Motivation (n-Ach) Scale.

Statistical Technique

For analyzing the data, Pearson coefficient of correlation and t-score are used to test the hypotheses.

Analysis and Interpretation

For analyzing data following Norm Tables are used:

Norm Table – 1: The range of scores of Self-Concept and its Description.

Sr. No.	Range of Scores	Description
01	48 – 112	Low Self-concept
02	113- 175	Moderate Self-concept
03	176 - 240	High Self-concept

Scores of Self-concept from 48 – 112 are considered as low self-concept whereas the self-concept score of an individual in between 113-175 is considered as Moderate self-concept and

similarly a score of self-concept from 176-240 considered as high self-concept. The Mean of self-concept of sample is interpreted on the basis of this norm table.

Norm Table – 2: The range of scores of Achievement Motivation and its Description.

Sr. No.	Range of Scores	Description
01	50 – 116	Low Achievement Motivation
02	117 – 183	Moderate Achievement Motivation
03	184 - 250	High Achievement Motivation

Scores of Self-concept from 50 – 116 will be described as low achievement motivation whereas the score of an individual in between 117-183 will be described as Moderate achievement motivation and similarly a score of achievement

motivation from 184-250 will be considered as high achievement motivation. The Mean of achievement motivation of sample is interpreted on the basis of this norm table.

Table – 3: Coefficient of correlation between Self-concept and Achievement Motivation of IX standard students of English Medium Schools of Aurangabad city.

Sr. No.	Coefficient of correlation between Self-concept and Achievement Motivation
01	$r = 0.315$

Table reveals that Pearson Coefficient of correlation between Self-concept and Adjustment Motivation of IX standard students of English

medium schools of Aurangabad city is 0.315 which is positive and low but substantial.

Table – 4: N, Mean and Description of Mean of scores of self concept and Adjustment Motivation of IX standard students of English Medium Schools of Aurangabad city.

Sr. No.	Variable	N	Mean	Description
01	Self-concept	300	175.82	Moderate Self-concept
02	Achievement Motivation	300	219.41	High Achievement Motivation

Table No. 4 portrays that Mean Score of self-concept is 175.8202 which comes in the range of moderate. Table also shows that Mean score of

achievement Motivation is 219.4195 which comes in the range of high achievement motivation.

Table – 5: Variable N, Sex, Mean, S.D., t-score and significant/Insignificant at 0.05 level of confidence.

Sr. No.	Variable	Sex	N	Mean	S.D.	t-score	Significant/ Insignificant at 0.05 level of significance
01	Self-concept	Male	150	177.51	18.25	1.72	Insignificant
		Female	150	174.12	15.82		
02	Achievement Motivation	Male	150	218.84	27.21	0.39	Insignificant
		Female	150	219.99	23.28		

Table No. 5 reveals that the scores of self concept of male and female IX standard students of English medium school is 1.72 which is smaller than table score 1.96, therefore it is inferred that there is no significant different between the mean scores of self concept of male and female IX standard students of English medium schools of Aurangabad city.

Table also reveals that the t-score of achievement motivation of male and female IX standard students of English medium schools of Aurangabad city is 0.3962 which is smaller than table value 1.96 hence it is inferred that there is no significant difference between the achievement motivation of male and female IX standard students of English medium schools of Aurangabad city.

Implication

- (1) Self-concept of students should be enhanced with the help of achievement motivation by teachers.
- (2) The significant positive relationship between self-concept and achievement motivation is used by the teacher positively and increase the level of self-concept.
- (3) Self-confidence of the adolescent students can be boosted by achievement motivation, which ultimately leads to enhance the degree and level of self-concept.

Conclusion

On the basis of analysis and interpretation of data following conclusion is drawn:

- (1) “There is high degree of self concept of IX standard students of English medium schools of Aurangabad city” is rejected as Table No. 4 portrays that Mean of scores of Self-concept is in the range of ‘Moderate’ Self-concept.
- (2) “There is high degree of Achievement Motivation of IX standard students of English medium schools of Aurangabad city” is retained as Table No. 4 portrays that Mean of scores of Achievement Motivation is in the range of ‘High’ Achievement Motivation.
- (3) “There is no significant difference between the Self concept of male and female IX Standard students of English medium schools of Aurangabad city” is retained as Table No. 5 reveals that at 0.05 level of significance there is no significant difference between Mean of Self-concept of male and female IX Standard students of English medium schools of Aurangabad city
- (4) “There is no significant difference between the Achievement Motivation of male and female IX Standard students of English medium schools of Aurangabad city” is retained as revealed in Table No. 5 the scores 0.3962 hence Insignificant.

- (5) “There is positive and high correlation between Self concept and Achievement Motivation of IX Standard students of English medium schools of Aurangabad city” is rejected as Table No. 3 reveals that the coefficient or correlation between Self-concept and Activation Motivation of IX Standard students of English medium schools of Aurangabad city is 0.315 which is positive and low but substantial.

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3

RECYCLING KNOWLEDGE OF HIGH SCHOOL STUDENTS IN COIMBATORE DISTRICT

Abstract

The principal objective of this study was to assess student recycling knowledge in the attempt of increasing recycling participation in the schools. The research is based on quantitative research design and a descriptive survey of 9th standard students in Coimbatore District, Tamilnadu, India. Samples were selected using simple random sampling method. Using a questionnaire, the researcher surveyed 100 students from various schools in Coimbatore to assess the knowledge of 9th standard students about recycling. In the questionnaire, participants were asked to provide demographic information and answer the recycling knowledge questionnaire. Data were analyzed using percentages, t-test and One-Way Analysis of variance (ANOVA). Respondent have moderate level of recycling knowledge and there is no significant difference among students with respect to their sex, type of school and locality of the school.

Keywords: Recycling and Recycling Knowledge.

Introduction

One cannot ignore the position of school, when we talk about environmental education. Schools are primary agent for introducing and sustaining environmental education. They can easily reach out to at students and introduce activity based learning by doing approaches for environmental education. Schools induct many young people into adulthood and must themselves act responsibly towards their surroundings to ensure that the students understand the social and ecological impacts of the resources consumed by them. They are the place where many future educational thinkers, researcher, policy makers and social reformers are produced and these people must be given the expertise and desire to create a sustainable future. To develop this essential knowledge and to prepare students for these future roles, schools must encourage students to voluntarily participate in environmental issues and activities (Tudor and Dvornich, 2001), and it is essential that continuous efforts must be made by schools to develop required knowledge and skills among students. Students are capable of grasping new ideas, thus the school must be more willing to allow innovative approaches at this stage.

One of the important responsibilities of teachers is to develop awareness of the huge

amounts of waste produced by society. Cultivating sensible attitudes to waste and good recycling habits is very important at this stage, as schools have an important role both in producing and legitimising knowledge. However, many people, including teachers themselves, do not feel that the teaching of environmental issues is well provided for (Mckeown-Ice, 2000). Schools must, therefore, concentrate on improving the provision of environmental information and facilitate access to

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conservation activities such as recycling. The study by Armijo de Vega et al. (2003) shows that lack of adequate information and education regarding recycling and its benefits limits recycling participation, but also demonstrates the success that can be achieved when educators and students make an effort to increase recycling rates.

Need for the study

In order to perform the behaviour associated with recycling (i.e., separating recyclables from other waste, taking recycled material to collection points, or placing this material at door-step collection) one must have an adequate knowledge to perform these actions. Without proper knowledge of recycling, recycling is a bad example which affects not only ecological environment but also human health. Hence, determination of one's knowledge is essential in order to assess his/her preparedness in adopting the environmentally responsible behaviour. Knowledge has been shown to enhance recall, improve comprehension, increase speed of judgements, improve cue utilization in decision tasks, enable appropriate inferences, and facilitate the objective processing of attitude relevant information (Visser et al., 2006).

Recycling knowledge of young people (like students) appears to be crucial as they play an important role in providing solution to future environmental problems. Aljaradin et al. (2011) analysis on knowledge of recycling indicated that majority (77.3%) of the respondents have low knowledge on recycle resulting from the fact that most (64.2%) have not learned a lot from school, university and municipality on recycling activities. In order to increase recycling rate, then, they must be informed on the subject. Enhancing this knowledge is thought to be one of the best methods of achieving long term or permanent conservation behaviour changes (De Young, 1986b; Tasaday, 1991; Jablonowski, 1987).

Statement of the Problem

Impacts of environmental pollution have become obvious in India and the vast majority of Indians unaware of it. In 2011, the estimated total population in India amounted to approximately 1.21 billion people. The growth rate in 2011 is

17.64% in comparison with 2001. More specifically, the population of Coimbatore city is 10.6 lakhs as per census 2011, shows higher average growth rates (19.06%) than Tamilnadu (One of the States of India) (15.60%) and, nation's growth rate (17.64). It's fast pace of urbanizing leads to vulnerable conditions and, creates sanitation issues. During rains, the trash deposited on either sides of road and landfills float from the sources into ditches.

The researcher observed a number of people, particularly students actually leaving their snack wrappers and empty drink containers wherever they finish them. This type of action demonstrates that they have no awareness about the social problem of littering and its negative impact on our environment. In addition, the researcher has observed a common practice of students eating their lunches outside and leaving their trash outside. These observations made the researcher to make an attempt to study what level of recycling knowledge students have. To date, in India, no study has attempted to assess the recycling knowledge, of high school students. Being a teacher the researcher understands the importance of recycling knowledge to develop an understanding of recycling among students.

Objectives

1. To assess the high school students' recycling knowledge.
2. To find out the significant difference in recycling knowledge of male and female students.
3. To find out the significant difference among students of private, aided and government schools with respect to their recycling knowledge.
4. To find out the significant difference among students of rural, urban and semi-urban schools with respect to their recycling knowledge.

Research hypotheses

H -1: There is a significant difference in the mean score of male and female students with respect to recycling knowledge.

H -2: There is a significant difference in the mean score of high school students with respect to recycling knowledge based on type of school.

H -3: There is a significant difference in the mean score of high school students with respect to recycling knowledge based on locality of school.

Methodology

The investigators used normative survey method to study about the recycling knowledge of high school students.

Sample: -A total sample of 100 students was taken up for the present study. Simple random sampling technique is used for the selection of sample. The stratification has been done on the basis of gender, type of school, and locality of school. Accordingly 100 questionnaires were distributed among students.

Tool: - The investigators developed a tool to measure the recycling knowledge of high school

students which contains 44 statements. They opted to follow 3-point rating scale.

Data collection: - For the data collection, the investigators approached the high school students in various schools in Coimbatore. The data were collected with the help of the developed tool. The investigators assured that their responses would be kept confidential and used for research purpose only. The gathered responses were scored.

Statistical Techniques: - The data collected were analyzed by using descriptive and inferential analysis. The investigators employed percentage, t-test and One-Way Analysis of variance (ANOVA) for the analysis and interpretation of the data.

Analysis of Data

Table – 1: Recycling Knowledge of High School Students

Table - 1(a)

N	Mean	%
100	23.76	54.00

Table - 1(b) Mean & % value

Variables	Categories	N	Mean	%
Gender	Male	52	23.71	53.88
	Female	48	23.81	54.11
Type of School	Aided	13	20.92	47.56
	Private	38	23.11	52.52
	Government	49	25.02	56.86
Locality of School	Urban	36	22.25	50.56
	Rural	51	24.43	55.52
	Semi-urban	13	25.31	57.52

From the above table-1(a), it is clear that irrespective of gender, type of school, or locality of school all high school students showed moderate level (54%) of recycling knowledge. However, the table-1(b) shows that the female respondents showed more recycling knowledge (54.11%) than

male respondents. The above table further reveals that students from Government schools have more recycling knowledge (56.86%) than the students from the aided and private schools. Semi-urban students showed more recycling knowledge (57.52%) than rural and urban students.

Testing Hypotheses

H₀ – 1: There is no significant difference in the mean score of male and female students with respect to recycling knowledge.

Table – 2: Difference in the Mean Score of Male and Female Students with respect to Recycling Knowledge

Dimension	Variable	N	Mean	S.D	t-Value	Result
Gender	Male	52	23.71	7.49	0.063	p > 0.05
	Female	48	23.81	8.35		

**Significance level at 0.05 level*

The Table – 2 shows that there is no significant difference between male and female high school students in their mean scores of recycling knowledge. The calculated value of 't' (0.063) is less than the table value. Hence the null hypothesis – 1 is accepted.

H₀-2: There is no significant difference in the mean score of high school students with respect to recycling knowledge based on the type of school.

Table – 3: Difference in the Mean Score of High School Students with Respect to Recycling Knowledge Based on Type of School

Variable	N	Sum of Square		Mean Square Vale		F-Value	Result
		Between	Within	Between	Within		
Type of School	100	198.758	5947.482	99.379	61.314	1.621	p>0.05

The Table – 3 shows that there is no significant difference among the students of private, aided and government schools in their mean scores of recycling knowledge. The

calculated value of 'F' (1.621) is less than the table value. Hence the null hypothesis – 2 is accepted.

H₀ -3: There is no significant difference in the mean score of high school students with respect to recycling knowledge based on locality of school

Table – 4: Difference in the Mean Score of High School Students with Respect to Recycling Knowledge Based on Locality of School

Variable	N	Sum of Square		Mean Square Vale		F-Value	Result
		Between	Within	Between	Within		
Location	100	136.211	6010.029	68.105	61.959	1.099	p>0.05

**Significance level at 0.05 level*

The Table – 4 shows that there is no significant difference among the students of urban, rural and semi-urban schools in their mean scores with respect to recycling knowledge. The calculated value of 'F' (1.099) is less than the table value. Hence the null hypothesis – 3 is accepted.

Findings

1. High school students have moderate level of recycling knowledge.
2. Female high school students have better recycling knowledge than the male students.
3. Recycling knowledge of Government high school students is better than the aided and private school students.

4. Students from Semi-urban schools have better recycling knowledge than the urban and rural school students.

5. There is no significant difference in the recycling attitude of male and female high school students.

6. There is no significant difference among private, aided and government school students with respect to recycling knowledge.

7. There is no significant difference among rural, urban and semi-urban school students with respect to recycling knowledge.

Conclusion

The results of this research indicated that the high school students have only moderate level of recycling knowledge. People's knowledge of

how and/or what to recycle is linked to their level of participation (Davio, 2001; Gamba and Oskamp, 1994; Oskamp et al., 1998; Oskamp et al., 1991; Simmons and Widmar, 1990; Vining and Ebreo, 1990). Those who are confident in their knowledge of how and what to recycle were significantly more likely to recycle than those with less confidence, even among those who have strong conservation ethics (Simmons and Widmar, 1990).

The recycling programs in schools will not be effective if we do not give proper knowledge towards recycling waste. This study will provide some insight into the improvement of current environmental especially recycling programs in schools. It is clear that recycling knowledge is linked to develop positive recycling; lack of knowledge need to be overcome. Generally, the students demonstrate concern for the environment and are aware about the importance of recycling; however, there is need to apply the knowledge of waste recycling into effective and affirmative action.

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A STUDY ON COLLEGE TEACHER'S PERCEPTION OF FACULTY DEVELOPMENT PROGRAMMES

Abstract

People are the most valuable resource of any organization. Dynamic people can build value and growth oriented organizations. Over the years, organizations around the world have become aware of the importance of Human Resource Management. Many countries, indeed, realized the need to involve people through participation. The present study attempts to find out to what extent the human resource activities such as faculty development programs are carried out in higher education to fulfill the stated goals and objectives. A sample of 695 college teachers working in 24 Arts and Science colleges affiliated to Bharathiar University, Coimbatore was selected by means of stratified random sampling technique. The data were subjected to differential factorial analysis. It is found that faculty development programs are positively perceived by the faculty members of colleges in the Bharathiar University region and such perceptions differ in few measures on the basis of certain institutional variables.

Keywords: *Teacher's Perception, Faculty Development and College Teachers.*

Introduction

The socio-economic development of any society depends on the growth of higher educational institutions and their involvement in dissemination of knowledge, academic excellence and innovative research and development programmes leading to inculcating entrepreneurship, encouraging indigenous technology and developing new products, services and patents. Education in India is seen as one of the ways to speed up social mobility. It currently represents a paradox as Indian professionals are considered among the best in the world.

People are the most valuable resource of any organization. Dynamic people can build value and growth oriented organizations. Effective people can contribute to the welfare of the organization. Competent and motivated people can work sincerely and see that their organization to achieve its goals. In this respect, organizations should continuously ensure the dynamism, effectiveness, competency and motivation of its people through effective human resource management. The present study attempts to find out perception of faculty development programmes among college teachers.

The term 'faculty development' is commonly used to describe activities, programs and strategies to improve and enhance academic and professional knowledge, skills, abilities, capabilities and competence of teachers. More recently, the term 'academic development' has been used in some literature to refer the development activities and programs that more fully address the multiple roles of faculty.

Faculty development has a critical role to play in promoting academic excellence and innovation. Faculty members, by better understanding of themselves and their social environment, can promote such developments. According to Moeini (2003), faculty development represents an investment in human capital. Educational institutions receive a return on this investment in the form of an improved instruction over time.

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Most programmes on faculty development like orientation sessions, sabbaticals, visiting lectures, etc., are primarily to help faculty members to be more effective in their present professional roles (Maheswari and Dash, 2006). Memon (2007) has discussed few traditional professional development approaches that were used previously to develop faculty members such as Orientation, Induction, Apprenticeship, Auditing, Team teaching and Pedagogical skill development program for new teachers. Professional development is always a never ending process. What is modern today may outdate within few years. So a teacher is always expected to equip with new concepts in tune with the changing times (Manzoor, 2012).

Method

Sample

In the present study, 695 teachers from 24 Arts and Science colleges affiliated to Bharathiar University formed the sample of the study. The

stratification was done on the basis of sex, type of college and geographical location of the college.

Tool

In the present study, the following research tools were used for data collection:

1. Human Resource Management Scale (HRMS) constructed and validated by the researcher. The correlation coefficient was computed to be 0.812. The calculated value 0.812 shows the high reliability of the Human Resource Management Scale. The intrinsic validity measure calculated for Human Resource Management Scale was found to be 0.901. This shows the validity of the tool.
2. Personal Data Sheet

Results

In the differential analysis, mean and standard deviation were calculated and the data were interpreted by using relevant statistical techniques. In order to find out the significance of difference between two samples 't' test was applied.

Table – 1: Significance of difference between Male and Female Teachers in their perception regarding Faculty Development Function of Human Resource Management

Gender	M	SD	N	't'
Male	62.67	16.28	249	2.06**
Female	65.026	13.18	446	

**Significant at 0.05 level

The male and female teachers differ in their perception regarding faculty development function of human resource management. The table shows better perception expressed by female teachers when compared with their counterparts.

There exists variation among teachers in terms of gender in their perception related to faculty development function of human resource management.

Table – 2: Significance of difference between Ph.D degree holders and Non-Ph.D degree holders in their perception regarding Faculty Development Function of Human Resource Management

Qualification	M	SD	N	't'
Ph.D	56.61	15.84	108	6.10*
Non-Ph.D	65.57	13.68	587	

*Significant at 0.01 level

From the above table, it is observed that the teachers holding PhD degree and PG with MPhil degree differ in their perception related to faculty development function. It is inferred from the above table that the teachers with M.Phil degree qualification have more positive perception in the managerial role of their authorities related to

faculty development function of human resource management than the teachers with PhD degree. It is concluded that the educational qualification of teachers is a factor in influencing the perception of teachers regarding faculty development function of human resource management.

Table 3: Significance of difference between Training Participated Teachers and Training Non-Participated Teachers in their perception related to Faculty Development Function of Human Resource Management

Participation in Training Course	M	SD	N	't'
Yes	62.80	15.29	307	2.25**
No	65.27	13.57	388	

***Significant at 0.05 level*

There is significant difference between the two groups of teachers in their perception regarding faculty development function of human resource management. It is noted that the teachers who have not undergone any training show more positive perception related to faculty development practice

when compared with the training participated teachers. It is concluded that teacher's participation in training courses is a variable which influences the perception of teachers related to human resource management function, namely staff support.

Table – 4: Significance of difference between Teachers Below 30 years of Age and Above 30 years of Age in their perception regarding Faculty Development Function of Human Resource Management

Age	M	SD	N	't'
Below 30 years	62.64	14.67	354	2.89*
Above 30 years	65.78	13.96	341	

**Significant at 0.01 level*

In this case, a variation is found between the teachers below 30 years of age and above 30 years of age in their perception regarding faculty support function of human resource management. The teachers above 30 years age show more positive perception regarding faculty development practice when compared with the teachers below 30 years of age. It is concluded that the age of teachers is one of the factors in influencing their perception related to faculty development practice of human resource management.

Conclusion

From the study, it is known that the teachers who have not participated in academic training courses, have more positive perception

regarding the role of college managements in carrying out HRM functions when compared with the training participated teachers. Training is a continuous process in one's profession. A teacher has to continuously renew his/her professional competency and skills taking into account changes taking place in teaching pedagogy. Otherwise, they will become outmoded and unfit to deliver the goods in the classroom. Therefore, it is recommended that the senior teachers of Indian colleges should be deputed to training programs to update their skills and knowledge. By virtue of the senior members in the organization, the senior teachers should extend all possible support to the management in carrying out HRM functions in a better way.

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A STUDY ON EMOTIONAL INTELLIGENCE OF B.Ed TRAINEES AT KRISHNAGIRI DISTRICT

Abstract

The individually and personality of the learner must be known before he is taught or subjected to behavior modification. In order to achieve the desired success in any teaching-learning process, the role of the teacher can never be minimized in fast; much depends on the competency and capability of the teacher for carrying out the desired task. Not everybody can be entrusted with the crucial task of behavior modification and personality development of a number of children studying in a class or school. One has to make oneself capable by equipping oneself for it. For this purpose, the teacher himself must be acquainted with his own self, the expectations from him in terms of personality, characteristics, and role playing and work habits. Consequently, he is required to pay attention. The sample consists of 200 teacher trainees. Survey method was adopted for this study. The data were analyzed by descriptive and differential analyses.

Keywords: Emotional Intelligence, B.Ed Trainees and Behaviour Modification.

Introduction

Emotion is powerful reaction, so it would seem at first glance that every one ought to be able to recognize their own feelings. In fact, however this is not always the case. Some persons are highly aware of their own emotions and their thoughts about them, but others seem almost totally oblivious to these. The extent individuals are not aware of their feeling, they cannot make intelligence choices. The persons who are not aware of their own emotions, they are often low in expressiveness- they don't show their feelings clearly through facial expressions, body language or other cues most of use to recognize others feelings. This can have adverse effects on interpersonal relationships, because other people find it hard to know they are feelings or reacting.

Emotional Intelligence

Emotional Intelligence requires exploring its two component terms intelligence and emotion. Since the eighteenth century, psychologists have recognized as influential three part division of the mind into cognition (or thought), affect (including emotion) and motivation (or conation). The cognitive sphere includes such functions as human memory, reasoning, judgments and abstract thought. Intelligence is typically used by psychologists to characterize well the cognitive sphere functions. That is intelligence pertains to abilities such as the "power to combine and separate" concepts, to judge and to reason and to

engage in abstract thought. Emotion belong to the second, so called affective sphere of mental functioning, which includes the emotion themselves, moods, evaluation and other feelings states, including fatigue or energy. The motivation is third sphere of personality. It refers biological urges or learned goal-seeking behavior. To the extent that is the involved in emotional intelligence.

Objectives

- To find the level of Emotional Intelligence among B.Ed., teacher trainees.
- To find out the significant differences in the level Emotional Intelligence among B.Ed., teacher trainees based on the demographic variables such as Age, Parents Monthly Income, Locality of the Students, Students Educational Qualification, Nature of College, Father Educational Qualification and Mother Educational Qualification.

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- To find out the significant differences in the level Emotional Intelligence among B.Ed., teacher trainees based on the demographic variables such as parents occupation and community.

Hypotheses

- ❖ B.Ed., teacher trainees have high level of Emotional Intelligence.
- ❖ There is no significant difference in the level Emotional Intelligence between the sub groups of B.Ed teacher trainees based on the selected demographic variables such as Age, Parents Monthly Income, Locality of the Students, Students Educational Qualification, Nature of College, Father Educational Qualification and Mother Educational Qualification.

- ❖ There is no significant differences in the level Emotional Intelligence between the sub groups of B.Ed teacher trainees based on the selected demographic variables such as parents occupation and community.

Methodology

In the present study survey method was adopted by the investigator. For the purpose of the study, investigator selected 200 B.Ed., teacher trainees in Krishnagiri educational districts in Tamilnadu by using purposive sampling technique. After data collection the data were analyzed by using descriptive (Mean and Standard Deviation) and differential analyses ("t"- test and F test).

Analysis and Interpretation of Data

Table - 1: Mean score of B.Ed., Teacher Trainees in their Emotional Intelligence.

Maximum Score: 150

Variables		Sample	Mean	Standard Deviation
Age Limit	Above 22	106	98.16	13.89
	Below 22	94	96.88	10.35
Parents Monthly Income	Above 5000	71	99.76	12.02
	Below 5000	129	96.35	12.39
Locality of the Students	Rural	124	99.44	12.54
	Urban	76	94.51	11.43
Students Educational Qualification	UG	136	97.14	13.38
	PG	64	98.15	9.65
Nature of College	Coeducation	117	97.14	11.31
	Women's	83	98.15	13.70
Father Educational Qualification	Literate	75	94.04	11.35
	Illiterate	125	99.56	12.57
Mother Educational Qualification	Literate	71	99.76	12.02
	Illiterate	121	96.35	12.39
Parental Occupation	Farmer	82	99.86	12.50
	Government	33	92.78	11.01
	Private	42	98.66	11.94
	Business	43	94.97	12.16
Community	BC	100	97.93	12.61
	MBC	59	98.33	13.73
	SC/ST	34	96.02	08.64
	OC/Others	7	93.42	12.20
Overall		200	97.15	11.99

From the table 1 it is inferred that the overall mean value is 97.15. It showed that B.Ed., teacher trainees' level of Emotional Intelligence is average.

Table – 2: Differences in the level of Emotional Intelligence among B.Ed trainees with respect to their following demographic variables

Demographic Variable	Sub group	Sample	Mean	S. D	't' value
Age Limit	Above 22	106	98.16	13.89	0.73*
	Below 22	94	96.88	10.35	
Parents Monthly Income	Above 5000	71	99.76	12.02	0.87*
	Below 5000	129	96.35	12.39	
Locality of the Students	Rural	124	99.44	12.54	2.78@
	Urban	76	94.51	11.43	
Students Educational Qualification	UG	136	97.14	13.38	1.26*
	PG	64	98.15	9.65	
Nature of College	Co-education	117	97.14	11.31	0.57*
	Women's	83	98.15	13.70	
Father Educational Qualification	Literate	75	94.04	11.35	1.24*
	Illiterate	125	99.56	12.57	
Mother Educational Qualification	Literate	71	99.76	12.02	1.20*
	Illiterate	121	96.35	12.39	

*-Not Significant at 0.05 level

@-Significant at 0.05 level

From the table (2), the calculated 't' value for the demographic variables namely Age Limit, Parents Monthly Income, Students Educational Qualification, Nature of College, Father Educational Qualification and Mother Educational Qualification are 0.73, 0.87, 1.26, 0.57, 1.24 and 1.20 respectively. Based on their locality the students differs significantly in the level of emotional intelligence at 0.01 level of the

significance. Thus the null hypothesis is rejected. On the other hand the trainees did not differ significantly in their level of the emotional intelligence based on the demographic variables namely Age, Parents Monthly Income, Students Educational Qualification, Nature of College, Father Educational Qualification and Mother Educational Qualification. Hence it is stated that the null hypothesis is accepted.

Table - 3: Differences in the level of Emotional Intelligence among B.Ed trainees with respect to their following demographic variables

Demographic Variable	Sub group	Sample	Mean	S. D	'F' value
Parents Occupation	Farmer	82	99.86	12.50	3.87
	Government	33	92.78	11.01	
	Private	42	98.66	11.94	
	Business	43	94.97	12.16	
Community	BC	100	97.93	12.61	3.54
	MBC	59	98.33	13.73	
	SC/ST	34	96.02	08.64	
	OC/Others	7	93.42	12.20	

From the table (3), it is noted that the calculated 'F' values 3.87 and 3.54 which are higher than the tabulated value 3.00 at 0.05 level. Hence the null hypothesis is rejected. Therefore it is concluded that there is significant difference existed in the level of emotional intelligence among B.Ed trainees based on Parents Occupation and Community.

Sum up

The study revealed that B Ed trainees have average level of Emotional intelligence. They differed in their emotional intelligence based on the demographic variables namely parents occupation, community and locality. It showed that these variables made some differences in the level of emotional intelligence. On the other differences in the level of emotional intelligence did not existed among the trainees based on their Age, Parents Monthly Income, Students Educational Qualification, Nature of College, Father Educational Qualification and Mother Educational Qualification. Hence it is concluded that B ed trainees emotional intelligence has to be improved by taking counteractive measures irrespective of their demographic differences.

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MULTIPLE INTELLIGENCE OF GOVERNMENT SCHOOL STUDENTS

Abstract

The aim of this study is to identify the multiple intelligence level of Government Higher Secondary school students. A sample of the study comprised of 250 students who are studying in Government Higher Secondary Schools in Erode. Survey Method was used for the collection of data. The data was collected by using Multiple Intelligence scale developed by Amstrong and it was used to assess the Multiple Intelligence of higher secondary students. The responses collected were analyzed by using descriptive and differential analysis. The result of the study revealed that verbal-linguistic intelligence is the leading intelligence and intrapersonal intelligence belonged to low level intelligence of higher secondary students. There was no significant difference in gender with respect to any type of Multiple Intelligence, and also the result showed that the Musical Intelligence and Intrapersonal Intelligence were statistically significant difference exist in urban and rural residence students.

Keywords: *Multiple Intelligence, Intelligence, Gender and Residence.*

Introduction

Multiple Intelligences (MI) grew out of the work of Howard Gardner who challenged the too narrowly defined intelligence with his proposal of basic human intelligence types (Verbal-Linguistic Intelligence, Logical-Mathematical Intelligence, Visual-Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalist Intelligence). Although originally started as 7 intelligences, an eighth intelligence “naturalistic intelligence” has been added to the list and now there is the possibility of a ninth intelligence “emotional intelligence” (Armstrong, 2001; Fogarty and Stoehr, 2008) or “spiritual intelligence” (Albert and Reed, 2008). Multiple Intelligence, as a theoretical construct, suggests that intelligence should be determined by measuring one’s capacity for solving problems and fashioning products in a context-rich and naturalistic setting. Chen and Gardner (2005) describe the types of intelligences as the following;

1. Verbal - Linguistic – knowing the meaning of words, and having the ability to use words to understand new ideas and using language to convey ideas to others.
2. Logical-Mathematical – Understanding relations that exist among objects, actions and ideas as well

as logical and mathematical operations that can be performed on them.

3. Visual - Spatial – Perceiving objects accurately and imagining in the “mind’s eye” the appearance of an object before and after it has been transformed.
4. Bodily-Kinesthetic – Using one’s body in highly differentiated ways as dancers, craftspeople and athletes do.
5. Musical – Comprehending and producing sounds varying in pitch, rhythm and emotional tone.
6. Interpersonal – Identifying different feelings, moods, motivations and intentions in others emotions.
7. Interpersonal – Understanding one’s own emotions, and knowing one’s strengths and

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weaknesses.

8. Naturalistic – Recognizing and distinguishing among members of a group or (species) and describing relations between such groups

Literature Review

Ozdemir, Guneyesu and Tekkaya (2006) found that logical-mathematical intelligence was the leading intelligence type followed by interpersonal and bodily-kinesthetic intelligence while the musical intelligence was the least common intelligence type held by students. In contrast, Yilmaz and Fer's (2003) small scale study with 16 primary school students showed that visual-spatial intelligence was the leading whereas interpersonal and intrapersonal were the least common intelligence types. As can be seen in the aforementioned review of literature looking at various aspects of MIT, there are clashing results which require more research shedding light on the issue. Hence, in order to build onto our current knowledge of MIT, this study aims to explore

a) The types of intelligences held by government higher secondary school students; b) Whether there is a significant difference between female and male students in terms of their types of intelligences; c) Whether there is a significant relationship between rural and urban students in terms of their intelligence types.

Objectives

- ❖ To find out the leading intelligence type of Government school higher secondary school students in government schools.
- ❖ To find out the significant difference between male and female Students in terms of their types of Intelligences.

Analysis and Interpretation

Table – 1: Multiple Intelligence level of Higher Secondary School students

Multiple intelligence	Mean	SD	Order
Verbal-Linguistic Intelligence	6.80	1.66	1
Logical-Mathematical Intelligence	6.29	1.74	2
Visual-Spatial Intelligence	5.31	2.64	3
Musical Intelligence	5.21	2.13	4
Interpersonal Intelligence	4.81	1.87	5
Naturalist Intelligence	4.39	1.72	6
Bodily-Kinesthetic Intelligence	4.20	2.16	7
Intrapersonal Intelligence	3.70	1.75	8

- ❖ To find out the significant difference between urban and rural Students in terms of their types of Intelligences

Research Questions

- Which is the leading intelligence among higher secondary school students?
- Is there any significant difference exists in intelligence type among higher secondary school students with respect to their Gender and Residence of students?

Methodology

The participants were 250 (129 male and 121 female) randomly selected from Government higher secondary school students in Erode. This research is carried out by using survey method. Multiple Intelligence Inventory prepared by Armstrong (1994), was used in the study. The inventory consists of totally 80 items with eight dimensions to measuring various types of intelligences. Assessing eight intelligences, the inventory has ten statements for each specific intelligence type. The sentences in the inventory included some vocabulary items and grammatical structures which the students had not learnt. Thus, these items were simplified in a way that the students would have no difficulty understanding them. In addition to this, a section gathering students' personal information was included in the inventory. The collected data were analyzed statistically and interpreted. In order to identify the leading intelligence types of the students, the data were analyzed descriptively. Independent samples t-test analysis was used to determine whether there was difference among gender and residence of students in terms of their types of intelligences.

The analysis revealed that Verbal-Linguistic Intelligence (6.80) was the leading intelligence among the students who participated in this study. The other dominant intelligence types were Logical-Mathematical Intelligence (6.29), Visual-Spatial Intelligence (5.31), Musical Intelligence (5.21). These were followed by

considerably less common intelligences, namely Interpersonal Intelligence (4.81), Naturalist Intelligence (4.39), Bodily-Kinesthetic Intelligence (4.20) and Intrapersonal Intelligence (3.70). Therefore it is concluded that the verbal-linguistic intelligence is a leading intelligence.

Table – 2: Higher Secondary students Gender wise Intelligence difference

Type of Intelligence	Gender				't' Value	'p' Value	Result
	Male		Female				
	Mean	SD	Mean	SD			
Verbal-Linguistic Intelligence	6.66	1.6	6.96	1.71	1.42	0.154	Not Significant
Logical-Mathematical Intelligence	6.22	1.77	6.37	1.72	0.70	0.484	Not Significant
Visual-Spatial Intelligence	5.33	2.82	5.29	2.45	0.13	0.89	Not Significant
Bodily-Kinesthetic Intelligence	4.09	2.19	4.32	2.12	0.86	0.390	Not Significant
Musical Intelligence	5.08	2.11	5.36	2.14	1.03	0.302	Not Significant
Interpersonal Intelligence	5.02	1.84	4.59	1.88	1.84	0.066	Not Significant
Intrapersonal Intelligence	3.70	1.81	3.70	1.69	0.02	0.982	Not Significant
Naturalist Intelligence	4.26	1.67	4.54	1.77	1.29	0.197	Not Significant

Results show that all type of intelligences was more common among males and females. The obtained 't' values of Verbal-Linguistic Intelligence (1.42), Logical-Mathematical Intelligence (0.70), Visual-Spatial Intelligence (0.13) , Bodily-Kinesthetic Intelligence(0.86), Musical Intelligence(1.03), Interpersonal

Intelligence(1.84), Intrapersonal Intelligence(0.02) and Naturalist Intelligence (1.29) were less than the tabulated value at 0.05 level. Therefore, it is concluded that there is no significant difference existed between male and female higher secondary school students in their Intelligence types.

Table – 3: Higher Secondary student's Residence wise Intelligence Difference

Type of Intelligence	Residence				't' Value	'p' Value	Result
	Urban		Rural				
	Mean	SD	Mean	SD			
Verbal-Linguistic Intelligence	6.88	1.65	6.72	1.67	0.73	0.46	Not Significant
Logical-Mathematical Intelligence	6.45	1.66	6.12	1.83	1.51	0.13	Not Significant
Visual-Spatial Intelligence	5.3	2.97	5.33	2.24	0.08	0.92	Not Significant
Bodily-Kinesthetic Intelligence	4.21	2.17	4.18	2.16	0.10	0.91	Not Significant
<i>Musical Intelligence</i>	5.63	1.98	4.75	2.19	3.35	0.000	Significant
Interpersonal Intelligence	4.67	1.84	4.96	1.91	1.20	0.22	Not Significant
<i>Intrapersonal Intelligence</i>	3.93	1.84	3.45	1.61	2.21	0.02	Significant
Naturalist Intelligence	4.36	1.8	4.43	1.64	0.31	0.74	Not Significant

Results show that the calculated 't' value of Verbal-Linguistic Intelligence (0.73), Logical-Mathematical Intelligence (1.51), Visual-Spatial

Intelligence (0.08), Bodily-Kinesthetic Intelligence (0.10), Interpersonal Intelligence (1.20) and Naturalist Intelligence (0.31) less than the tabulated

value at 0.05 level. Therefore, it is concluded that there is no significant difference existed between rural and urban residence students in their above mentioned intelligence types. The obtained 't' values of musical intelligence (3.35) and Intrapersonal intelligence(2.21) are higher than the table value at 0.05 level of significance at 248 degrees of freedom. Therefore it is concluded that there is a significant difference existed between rural and urban residence students in their musical intelligence and Intrapersonal intelligence. The mean scores indicates that rural students have more musical intelligence (5.63) than the urban students (4.75), and also the mean scores of rural students intrapersonal intelligence(3.93) is higher than the urban (3.45) students intrapersonal intelligence.

Discussion and Conclusion

The main objective of this study was to explore intelligence types that students employ. Results indicated that Verbal-Linguistic Intelligence was the leading intelligence type and the intra personal intelligence was the least common intelligence type employed by the students who participated in this study. This result indicates that students may not be successful in understanding their emotions, strong and weak characteristics. This situation requires further scrutiny since it draws attention to the importance of intrapersonal intelligence. Hence, teachers should try to develop their students' intrapersonal intelligence so that this particular intelligence type will help improving their overall development.

The present study also looked at the relationship among gender, residence and students' multiple intelligences. Although it was assumed that their residence may have some effect on their children's intelligence types. In terms of gender, the results of this study indicated no significant results. It was seen that musical intelligence and Intrapersonal intelligence was stronger in urban residence students. However, in this study, all intelligence types were found to be more common among male and female students. The present study was conducted with higher secondary school level. Hence, similar studies should be conducted with lower and upper level students to have a larger picture of the phenomenon under study.

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EFFECTIVENESS OF TEACHER DEVELOPMENT PROGRAMME IN ENGLISH, IN THE CONTEXT OF CCE THEORY INTO PRACTICE IN TAMIL NADU

Abstract

The present study aims to probe the effectiveness of teacher development programme in English in the context of CCE theory into practice in Tamil Nadu. In the present study randomized design counterfactual with baseline was used. This design is more appropriate as it precisely answers the evaluation question how effective is training in improving awareness and competencies of teachers. A group of 19 student teachers from Church Park Teacher Training Institute, Chennai were selected as an experimental group to study the effectiveness of the quality intervention – Teacher development programme in English by British Council Library, Chennai. An observation schedule was used as a tool to collect the data regarding their entry level. The pretest was conducted to observe their level of confidence and their skill of questioning before the quality intervention. The experiment group is made to undergo the teacher development programme using the module prepared by British Council Library in order to equip them to handle English with confidence in the CCE Context. The content of the module is covered within the same five days time schedule. The mode of transaction was followed as planned by the British Council Resource persons. Through random sampling method student teachers from different districts of Tamil Nadu are selected as control group. They are administered pretest using the same observation schedule. Their teaching is observed using the parameters set. After the pretest they are neither exposed to the CCE concepts or the quality intervention by BCL. In due course their performance is observed by administering the same observation schedule as a post test tool. The mean and the standard deviation are calculated. The difference the pretest – post test scores of experimental group is compared with the difference in the scores of pre and post test of control group. The findings shows that the teacher development programme in English for the CCE is more effective.

Keywords: *Continuous and Comprehensive Evaluation, Teacher Development Programme and Effectiveness*

Introduction

Education gives an empowerment to the human and the society. A country's nation building lies on the education system that is followed and also in the hands of its teachers. Teachers are valuable human resources that a nation can count upon to mould and nurture its young minds (Wafa, Ramayah & Tan, 2003). India has challenges in preparing quality teachers who are the 'torch bearers' of any society. Teacher education has always been a crucial symbolically significant part of educational development. So, quality of teacher education is the index of the progress of a nation. The Kothari Commission (1966) rightly emphasized the need for professional development of teachers. It states that "...in all professions, there is a need to provide further and special course of study, on a continuing basis, after initial professional preparations. The need is most urgent

in teaching profession, because of rapid advancement in all fields of knowledge and continuous evolution of pedagogical theory and practice" (p.34).

Teacher education programmes, both pre-service and in-service require drastic changes in the light of latest policy documents, curriculum frameworks and RTE in the country. It is high time we deal with the professional preparation and continuous professional development of teachers. The strength and quality of any profession largely

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depends on how it manages the three stages of preparation, induction and ongoing development of its members. Implementation of Continuous and Comprehensive Evaluation (CCE) in schools in the current scenario, in Tamil Nadu demands teacher development programmes which could develop the right kind of skills, attitudes, values and creative potentialities among the teachers. There were many programmes in English as part of the continuous professional development for teachers of English in Tamil Nadu implemented by SCERT, SSA and RMSA. SCERT periodically gives orientation to English teachers under the five year plan activities such as 'Communication skills in English', 'Written communication in English' and 'Remedial teaching' etc. In 2004 and 2005 when English was introduced in Std. I and Std. II subsequently, trainings were given based on teachers handbook, Audio Cassettes and CDs prepared by SCERT.

Description of the TDPE Programme

As language is the most vital tool for communication and mother tongue is considered the convenient mode of effective communication, the content and methodology of teaching English as second language has been critically analyzed at various levels in Tamil Nadu. The curriculum has been revised as per the recommendations of the National Curriculum Framework 2005 (NCF, 2005) in Tamil Nadu during the year 2009-2010. The equitable system of education (Samacheer Kalvi) was introduced for Std. I and Std.VI in the year 2009 and later in 2010 for other classes. As a result, new textbooks were written after meticulous planning and preparation. It posed a great challenge to the textbook authors who were teachers and part of the textbook committee.

As the result of the curricula revision, the emerging new textbooks, and the implementation of CCE at the elementary level, SCERT in collaboration with British Council and Hornby Education Trust planned to prepare the Trainers manual for the 'Teacher Development Programme - CCE theory into practice' and train all the teachers across the state. A massive Teacher Development programme was launched in collaboration with British Council, Chennai to

prepare elementary teachers to transact in English in the context of CCE in Tamil Nadu.

CCE Evaluation in Teacher Development Programme

A 5-day CCE workshop was conducted in Chennai by British Council with Tamil Nadu Textbook Writers. This workshop resulted in a guide to writing CCE materials. Following the CCE workshop, the State Council for Educational Research and Training (SCERT) requested further support in implementing CCE into the classroom practice of Upper Primary School Teachers.

British Council then delivered a 5-day training programme in 6 batches covering 240 participants over the period of 3 weeks from February 27, 2012 to March 16, 2012. In February 2012, Teacher Development Programme for putting the CCE theory into practice was conceptualized by SCERT in collaboration with British council and the A. S. Hornby Educational Trust. A massive training programme for teachers handling English at the elementary level was organized by SCERT.

There were 2 Zonal centers, one at Madurai coordinated by DIET, T.Kallupatti and the other one at Kanyakumari, coordinated by DIET, Theroor. It was done in 2 phases and in 6 batches. It was carried out in cascade model. DIET faculty, BRTEs along with selected high school teachers served as KRPs.

Need for the study

The purpose of this evaluation is to determine if the 5-day English teacher development programme at the elementary level is implemented as intended and whether the training improved awareness and competencies in English teaching. This will include examining the relevance of the materials and their timely distribution, whether the course content was delivered as intended, and whether teachers were satisfied with the training. It is hoped that stakeholders such as policy makers, curriculum developers, key master trainers, and master trainers will make use of the findings of the evaluation to improve the implementation of the training in the future. The key stakeholders were interviewed and programme theory was evolved. Subsequently evaluation questions were identified.

Objectives

- to build capacity of SCERT faculty and state functionaries in the area of Programme Evaluation
- to evaluate the 'Teacher Development programme in English, CCE theory into practice', a continuous professional development programme of Tamil Nadu given by British council, India.

Method and Design

Randomized design counterfactual with baseline. This design is more appropriate as it precisely answers the evaluation question how effective is training in improving awareness and competencies of teachers.

A change in school education programme should reflect an immediate change in teacher education programme or vice versa. Preparation and professional development of teachers should take a holistic view as a continuum from one time preparation to the ongoing development; integrating pre-service and in-service segments one complementing the other. Hence the present evaluation study "The effectiveness of 'Teacher development programme in the context of putting CCE theory into practice'" focuses on empowering both pre-service student teachers as well as in-service teachers in order to meet the challenges of the new curriculum in the context of CCE.

A group of 19 student teachers from Church Park Teacher Training Institute, Chennai were selected as an experimental group to study the effectiveness of the quality intervention – Teacher development programme in English by British Council Library, Chennai. An observation schedule was used as a tool to collect the data regarding their entry level. The pretest was conducted to observe their level of confidence and their skill of questioning before the quality intervention.

The experiment group is made to undergo the teacher development programme using the module prepared by British Council Library in order to equip them to handle English with confidence in the CCE Context. The content of the module is covered within the same five days time schedule. The mode of transaction was followed as planned by the British Council Resource persons.

Through random sampling method student teachers from different districts of Tamil Nadu are selected as control group. They are administered pretest using the same observation schedule. Their teaching is observed using the parameters set. After the pretest they are neither exposed to the CCE concepts or the quality intervention by BCL. In due course their performance is observed by administering the same observation schedule as a post test tool. The mean and the standard deviation is calculated. The difference the pretest – post test scores of experimental group is compared with the difference in the scores of pre and post test of control group.

Instrumentation

With a view to systematically collecting evidence for all the evaluation questions from all possible sources, primary and secondary, and from all stakeholders, three evaluation instruments/tools were developed as mentioned below:

1. Observation of teaching/ Evaluation schedule - pre test
2. Observation of teaching/ Evaluation schedule - post test
3. Teacher Immediate Reaction Questionnaire

Data analysis

The data was collected by the evaluator using the instruments developed for this purpose. All the data were collected by the evaluator in four districts during transaction of training. Thematic analysis was undertaken with all qualitative data. For quantitative data analysis basic Descriptive statistics will be calculated. Pre and post-training scores will be compared using t-tests. The difference in the pre-test and post-test scores of experimental group is compared with the difference in the scores of pre and post test of control group.

It is concluded that the Treatment (TDP) for enhancing the level of confidence and the questioning skill of student teachers for CCE is more effective. The quantitative data of 98% (combined useful, very useful and extremely useful) shows the teachers' reactions about the teachers' ability to translate the CCE concepts in the classroom. The total sample of student teachers in control group (without training) was 66. Teacher

Immediate Reaction Questionnaire was administered along with feedback to collect information regarding teacher’s immediate reaction about the training course they have undergone

Result and Discussion

Table - 1: Experimental Group Pre-Post Test Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre Test	52.78	19	8.16	1.87
1 Post Test	62.73	19	5.71	1.31

It is inferred from the above table that, there is a positive effect is observed in the experimental group. When comparing the mean scores of the both test scores, post test score (62.73) is higher than the pretest score (52.78).

Table - 2: Control Group Pre - Post test Paired Samples Statistics

Control Group	Mean	N	Std. Deviation	Std. Error Mean
Pair Pre Test Control	55.72	44	6.20	0.93
1 Post Test Control	56.79	44	6.00	0.90

It is inferred from the above table that, there is a positive effect is observed in the control group also. When comparing the mean scores of the both test scores, post test score (56.79) is higher than the pretest score (55.72).

Table - 3: Control Group and Experimental Group Comparison Group Statistics

Test	Group	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	Control group	55.72	44	6.20	0.93
	Experimental group	52.78	19	8.16	1.87
Post Test	Control group	56.79	44	6.00	0.90
	Experimental group	62.73	19	5.71	1.31

It is inferred from the above table that, the score of the control group in pretest (6.20) is higher than the control group in Post test (6.00). It confirms the post test scores are better than the pretest scores.

On other hand, the score of the experimental group in pretest (8.16) is higher than

the control group in Post test (5.71). It confirms the post test scores are better than the pretest scores.

When comparing the difference range of the both control and experimental groups, experimental group is better than the control group.

Table – 4: Control Group and Experimental Group Comparison Group Statistics

Group	N	M	SD	df	t-Value	Level of Significance
Control	44	55.72	56.79	61	3.655	Significant at 0.01 level
Experimental	19	52.78	62.73			

From the above table, it is evident that the t-value is significant at 1% level. It reflects that there is a significant difference between the post test scores of control group and experimental group.

Furthermore, the mean score of the experimental group's post-test is higher than the control group's post-test mean score. Therefore, it is concluded that the treatment (TDP) for enhancing the level of confidence and the questioning skill of student-teachers for CCE is more effective.

From the above study it is confirmed that the teacher development programme in English for the CCE is more effective. So, it should come in to practice of every government, aided, and private schools of Tamil Nadu State. All the teachers of the state should be encouraged and trained with the same programme, so that they can enhance their skills and practice.

Dissemination of Information

How the results of a programme evaluation will be shared with the client and with stakeholders of the evaluation is an important consideration. This is even more important for the current programme evaluation, given that the primary goal for the evaluation study was to identify the appropriate next steps for the implementation of the TDPE Initiative.

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A STUDY ON MULTIPLE INTELLIGENCE OF SCHOOL TEACHERS

Abstract

The purpose of this descriptive study was to explore the level of Multiple Intelligence and its dimensions of School Teachers and find out the differences, if any, in terms of some selected personal variables such as School Board Type. 225 School teachers were selected randomly from different schools located in rural and urban areas of Chennai District of Tamil Nadu state. The F-test was used for analyzing the data using SPSS. The results revealed that

- ❖ There is a significant difference in the Multiple Intelligence and its dimensions namely Linguistic, Logical-mathematical, Musical, Bodily-kinesthetic, Spatial, Interpersonal of School Teachers owing to the differences in School Board Type. On the whole School Teachers belonging to CBSE schools are better in their Multiple Intelligence.
- ❖ There is no significant difference in the Intrapersonal Intelligence of School Teachers owing to the differences in School Board Type.

Keywords: Multiple Intelligence & School Teachers.

Introduction

Education is all about bringing out the inner potential of an individual. The theory of multiple intelligences was developed in 1983 by Harvard University Professor Dr. Howard Gardner. Gardner's work suggested that the traditional concept of intelligence is too limited. Instead, he proposed seven different intelligences to incorporate a more diverse range of human abilities. These include:

Linguistic intelligence ("word smart")

Logical-mathematical intelligence ("number/reasoning smart")

Spatial intelligence ("picture smart")

Bodily-Kinesthetic intelligence ("body smart")

Musical intelligence ("music smart")

Interpersonal intelligence ("people smart")

Intrapersonal intelligence ("self smart")

Educators are quite familiar with the multiple intelligences (MI) concept, which when applied to the classroom, means assessment of student learning strengths and differences, along with differentiated instruction that's tailored to diverse learning styles.

Need and Significance of the Study

A teacher can use all seven intelligences in the most time-limited, simply by tapping into their students' cognitive faculties while they're sitting there in front of those dead textbooks. Using Multiple intelligence theory the teachers can make the students visualize, dramatize, verbalize, socialize, and naturalize the material. Once a teacher start to do this, he/she can start to see students' intelligences emerge. Also, if teachers themselves used their instrument, that is, their teaching style, as a multiple intelligences' vehicle, this would help a lot. By knowing where students' strengths are, a teacher can reach and teach their students to a successful potential. The need for the study is strongly felt to use the Multiple Intelligences theory in the field of education. It helps the teachers to identify their strong areas of Multiple Intelligence, help students to learn better. Hence the researcher felt that there is a strong need to prepare the teachers according to the requirements of the present education system.

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Objectives

To study the difference, if any, in Multiple Intelligence and its dimensions of the School teachers in Relation to their School Board Type.

Hypotheses

There exists no significant difference in Linguistic, Logical-mathematical, Musical, Bodily-kinesthetic, Spatial, Intrapersonal, Interpersonal and Total Multiple Intelligence of School Teachers owing to the differences in the selected personal variables such as School Management Type.

Method

The present study has been designed as a descriptive survey method.

Tools

1. Multiple Intelligence Test by V. Chislett., M.Sc., and A. Chapman 2005 based on Howard Gardner's Multiple Intelligences Model.
2. Personal Data Sheet prepared by the investigators.

Sample

The sample was selected through Stratified Random Sampling technique. It constituted of 225 School Teachers drawn from different schools in Chennai City.

Statistical treatment

The following statistical techniques were used for analysis and interpretation of data. One way analysis of variance was computed to explore the difference in the various dimensions of Multiple Intelligence of School Teachers with reference to the type of School Board.

Analysis and Interpretation

H₀-11.9-20.9 There exists no significant difference in MULTIPLE INTELLIGENCE AND ITS DIMENSIONS of School owing to the differences in the selected personal variables such as School Board Type.

Table – 1: Multiple comparison between various dimensions of Multiple Intelligence and its dimensions of School Teachers with respect to School Board Type: ANOVA

Variable		Sum of Squares	df	Mean Square	'F' value	'P' value	Result
Linguistic Intelligence	Between Groups	197.914	2	98.957	5.664	0.004	P<0.05 S
	Within Groups	3878.601	222	17.471			
	Total	4076.516	224				
Logical Mathematical Intelligence	Between Groups	227.266	2	113.633	6.133	0.003	P<0.05 S
	Within Groups	4113.294	222	18.528			
	Total	4340.560	224				
Musical Intelligence	Between Groups	192.879	2	96.440	4.496	0.012	P<0.05 S
	Within Groups	4762.010	222	21.450			
	Total	4954.889	224				
Kinesthetic Intelligence	Between Groups	290.395	2	145.198	6.832	0.001	P<0.05 S
	Within Groups	4717.800	222	21.251			
	Total	5008.196	224				
Spatial Intelligence	Between Groups	1472.098	2	736.049	28.730	0.000	P<0.05 S
	Within Groups	5687.564	222	25.620			
	Total	7159.662	224				
Interpersonal Intelligence	Between Groups	652.262	2	326.131	15.284	0.000	P<0.05 S
	Within Groups	4737.178	222	21.339			

Variable		Sum of Squares	df	Mean Square	'F' value	'P' value	Result
	Total	5389.440	224				
Intrapersonal Intelligence	Between Groups	89.892	2	44.946	2.424	0.091	P>0.05 NS
	Within Groups	4115.948	222	18.540			
	Total	4205.840	224				
Total Multiple Intelligence	Between Groups	15562.512	2	7781.256	12.221	0.000	P<0.05 S
	Within Groups	141354.528	222	636.732			
	Total	156917.040	224				

S= Significant

- Since the calculated P value (0.004) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Linguistic Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.003) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Logical Mathematical Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.012) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Musical Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.001) is lesser than 0.05, the null hypothesis is accepted at 0.05 level of significance. Thus there is a significant difference in the Kinesthetic Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.000) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Spatial Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.000) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Interpersonal Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.091) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. Thus there is no significant difference in the Intrapersonal Intelligence of School Teachers owing to the differences in School Board Type.
- Since the calculated P value (0.000) is lesser than 0.05, the null hypothesis is not accepted at 0.05 level of significance. Thus there is a significant difference in the Multiple Intelligence of School Teachers owing to the differences in School Board Type.

Since 'F' is significant Post Hoc tests are used to analyse the differences among the Sub-Categories and those values which are significant are represented in the Table

Table – 2: Post Hoc Tests multiple comparison between various dimensions of Multiple Intelligence and its dimensions of School Teachers with respect to different School Board

Dependent variable	Description	Mean difference	Standard error	'P' value	Result
Linguistic Intelligence	State Board Vs CBSE	2.113	0.658	0.005	P<0.05 S
	CBSE Vs ICSE	0.733	0.837	0.657	P>0.05 NS
	ICSE Vs State Board	1.380	0.715	0.137	P>0.05 NS

Dependent variable	Description	Mean difference	Standard error	'P' value	Result
Logical Mathematical Intelligence	State Board Vs CBSE	1.562	0.707	0.074	P>0.05 NS
	CBSE Vs ICSE	0.860	0.853	0.573	P>0.05 NS
	ICSE Vs State Board	2.422	0.685	0.002	P<0.05 S
Musical Intelligence	State Board Vs CBSE	1.542	0.681	0.064	P>0.05 NS
	CBSE Vs ICSE	0.631	0.933	0.778	P>0.05 NS
	ICSE Vs State Board	2.172	0.864	0.037	P<0.05 S
Kinesthetic Intelligence	State Board Vs CBSE	2.455	0.758	0.004	P<0.05 S
	CBSE Vs ICSE	0.468	0.879	0.856	P>0.05 NS
	ICSE Vs State Board	1.987	0.720	0.019	P<0.05 S
Spatial Intelligence	State Board Vs CBSE	5.592	0.784	0.000	P<0.05 S
	CBSE Vs ICSE	1.279	0.880	0.317	P>0.05 NS
	ICSE Vs State Board	4.313	0.847	0.000	P<0.05 S
Interpersonal Intelligence	State Board Vs CBSE	3.139	0.749	0.000	
	CBSE Vs ICSE	0.617	0.826	0.736	P>0.05 NS
	ICSE Vs State Board	3.756	0.723	0.000	P<0.05 S
Total Multiple Intelligence	State Board Vs CBSE	16.911	4.139	0.000	P<0.05 S
	CBSE Vs ICSE	0.424	4.774	0.996	P>0.05 NS
	ICSE Vs State Board	16.486	3.951	0.000	P<0.05 S

NS= Not Significant

- The calculated mean difference indicated significant difference in Linguistic Intelligence at 0.05 level between the School Teachers belonging to different types of School Board. Among the State Board, CBSE and ICSE, School Teachers belonging to CBSE schools are better in their Linguistic Intelligence.
- The calculated mean difference indicated significant difference in Logical Intelligence at 0.05 level between the School Teachers belonging to different types of School Board. On the whole School Teachers belonging to CBSE schools are better in their Logical Intelligence.
- The calculated mean difference indicated significant difference in Musical Intelligence at 0.05 level between the School Teachers belonging to different types of School Board. On the whole School Teachers belonging to ICSE schools are better in their Musical Intelligence.
- The calculated mean difference indicated significant difference in Kinesthetic Intelligence at 0.05 level between the Teachers belonging to different types of School Board. On the whole Teachers belonging to CBSE schools are better in their Kinesthetic Intelligence.

- The calculated mean difference indicated significant difference in Spatial Intelligence at 0.05 level between the Teachers belonging to different types of School Board. On the whole Teachers belonging to CBSE schools are better in their Spatial Intelligence.
- The calculated mean difference indicated significant difference in Interpersonal Intelligence at 0.05 level between the Teachers belonging to different types of School Board. On the whole Teachers belonging to ICSE schools are better in their Interpersonal Intelligence.
- The calculated mean difference indicated significant difference in Multiple Intelligence at 0.05 level between the School Teachers belonging to different types of School Board. On the whole Teachers belonging to CBSE schools are better in their Multiple Intelligence.

Findings

- ❖ There is a significant difference in the Multiple Intelligence and its dimensions namely Linguistic, Logical-mathematical, Musical, Bodily-kinesthetic, Spatial, Interpersonal of School Teachers owing to the differences in School Board Type. On the whole School Teachers belonging to CBSE schools are better in their Multiple Intelligence.
- ❖ There is no significant difference in the Intrapersonal Intelligence of School Teachers owing to the differences in School Board Type.

Educational implications

The present investigation reveals that there is a significant difference in the Multiple Intelligence of In-Service Teachers owing to the differences in School Board Type. On the whole In-Service Teachers belonging to CBSE schools are better in their Multiple Intelligence. In-Service Teachers belonging to ICSE schools and State Board schools must improve their Multiple Intelligence. School Teachers must be given continuous Professional Development Programme.

Conclusion

Teachers must look beyond the traditional concepts of giftedness, and be on the lookout for talents in children such as adventuresomeness, aesthetic perceptiveness, common sense,

compassion, courage, manual dexterity, and emotional maturity, and to see how they can nurture those talents. The school management and the community or school districts, must work with groups of teachers at conferences or workshops, getting them to think about diversifying the ways in which they teach. A teacher must be dedicated and devoted to her profession. Teachers are not only described as social engineers they are more than artists who mould the young minds. The citizens of the 21st century will not thrive by simply mastering literacy and computation; they will need to be real-world problem solvers who understand how to access and manipulate all kinds of information in incredibly flexible ways in order to be productive. M.I. provides us with the tools to meet this challenge today and teachers must be proficient in integrating it into their curriculum transaction.

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LEVEL OF ASPIRATION OF FEMALE TEACHER TRAINEES IN RELATION TO THEIR SELF CONCEPT

Abstract

All behaviours are governed by the self-concept. Self-concept also influences the goal-setting behaviour of people. Individuals' ability to attain a goal is always depending on one's self concept. It is important for teachers to have favourable self concept to estimate their goal achieving behaviour. Hence, the present study was conducted on self concept and level of aspiration of female teacher trainees studying in the Government College of Education at Coimbatore city. The data were collected from a sample of 98 trainees using simple random technique. The descriptive survey method was used for data collection using (i) Self -Concept Inventory by Beena Shah (1986) (ii) Level of Aspiration by H.M.Singh and G. Tiwari. Results indicated that there existed relationship between self concept and level of aspiration of selected female teacher trainees. The result of the study highlights that those who have good self concept reflected with high level of aspiration. This study would be an eye opener to policy makers, educationists, parents and teacher educators to know students' self concept to make them realistic in goal setting.

Key words: Level of Aspiration, Self Concept, Female Teacher Trainees.

Introduction

Unfavourable self-concept undermines one's aspiration to be high. Such person is not very effective in working with others. All behaviours are governed by the self-concept. A person with good self-concept tries to achieve higher in order to fulfil his own concept or expectations. Good self-concept of a person provides a motivation to do the best. His personal successes and failures in different situations in the group can lead him to perceive himself as a leader, talented, potential, a loner, a deviant, well adjusted or maladjusted person. Self-concept influences the goal setting behaviour of individuals. As female, they always expect more from the society, parents, family, husband etc., eventually their self concept is influenced by their family and their expectations. By success in achieving goals, female win approval and acceptance of group whereas by failures in achieving goals, they suffer by frustration and stress. This frustration and inferiority complex stems from large discrepancies between a level of self concept and their level of aspiration. There is a need to do research on female in their self concept and level of aspiration to develop their full capacities so as to make them self-dependent.

Aspiration as goal striving behavior is essential feature of modern competitive world. Level of aspiration is defined as a psychological construct

which reflects a cognitive type of motivation of the individual. James Drever defined level of aspiration as a frame of reference involving self esteem or alternatively as a standard with reference to which an individual experience i.e. has the feeling of success or failure. According to Ferrari & Parker (1992) level of aspiration is the level of future performance in familiar task which an individual, knowing his past performance in the task, explicitly undertakes to reach. In the non-experiment context, level of aspiration usually means a level of performances which at least before the event will be acceptable to the subject is image of himself, i.e. to his ego. According to Murray, human behavior is essentially goal-directed, and the most important information to know about a person is the direction and intensity of his or her aspirations (Collier, 1994).

Self is the combination of physical and psychological attributes that is unique to each individual (Shaffer, 2005). According to Hattie (1992), it is the product of an individual's self-

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belief and self-evaluation. Self-concept helps the individual in various important moments of life like judgment, in decision making and in other various situations. Self-concept plays a very significant role in understanding this complex human behaviour. Sanchez and Roda (2003) defined self-concept as a component of human personality development. It is developed through the process of self-reflection and is susceptible to change. Self-concept development is influenced by numerous factors including biological, brain structure, socio-cultural and psychological elements. Each element has a differential quantity and quality of impact on an individual and combined they create a unique self-concept. Consequently, individuals demonstrate differences in motivated attitudes, emotions and behaviour which produce varying levels of self-concept (Deckers, 2004). The family systems' perspective posits that the attributes and behaviours of family members, parenting techniques and the differential roles of the mother and father influence self-concept development in childhood (Brown et al., 2009; von Wyl et al., 2008). Brown et al. (2009) found harmonious interactions were correlated with children expressing positive self-schemas, such as adventurousness. Conversely, discordant interactions such as hostility or low engagement were associated with self-schemas including fearfulness and less agreeableness. Thus, a child is likely to experience constructive self-concept development if they are exposed to parents who possess supportive attributes; provide positive role-modelling; utilise encouraging parenting techniques; fulfil nurturing mother or father roles.

Need for the study

One good teacher in a lifetime may sometimes change a delinquent into a solid citizen (Philip Wylie). Education depends on what teachers do in their classrooms, and what teachers do in their classrooms is shaped by who they are, what they believe, and how vital and alive they are when they step before their students. To attain efficiency in every aspect of teaching, it is essential that a teacher should have positive self-concept and also have moderate level of aspiration. An individual is not born with a self-concept nor does he inherit it but he forms as a result of his experience from the environment and capabilities

from opportunities. Teacher should not be taken as one whom only pass knowledge, but should also be the leaders of the classrooms leading their students towards achieving the set goal. So, self-concept and level of aspiration are very essential variables for effectiveness of a teacher and also might be contributing factors for success in instruction and learning process.

Most teachers enter the profession with strong ideals regarding the work they are about to undertake, and the impact this work will have on the students they teach. Teacher trainees in their training period seemed to have full of hope, passion and some expectations in which through their work as teachers, they will be able to inspire, excite, and make a similar impact on the lives of the students with whom they work. Teachers' level of aspiration and self-concept would influence students' personality, potentiality, self-concept, achievement and their future. In this aspect, it is important to study how teachers' family structure and marital status influence their self-concept and level of aspiration which will cause serious impact on students' life. The concept of self-concept and level of aspiration bears directly on goal setting behavior; it is a convenient and important variable in understanding human motivation in a variety of situations. Thus it was the purpose of this study to explore the relationships between self-concept and level of aspiration of female teacher trainees.

Objectives

The main objective of this article is to study about the self-concept and the level of aspiration of the female teacher trainees. The objectives of the present study were-

- To study if there is any difference among female teacher trainees in the self-concept with respect to their marital status and family type.
- To study if there is any difference among female teacher trainees in the level of aspiration with respect to their marital status and family type.
- To ascertain the relationship between self-concept and level of aspiration of female teacher trainees.

Hypotheses

The research hypotheses of the present study are as follows:

- H1: There will be no significant relationship between self- concept and level of aspiration of female teacher trainees.
- H2: There will be no significant difference in the level of aspiration of female teacher trainees based on their marital status and family type.
- H3: There will be no significant difference in the self-concept of female teacher trainees based on their marital status and family type.

Methodology

A 'Descriptive Survey Research' method has been used as a method of research to study the self concept and level of aspiration of female teacher trainees. In the present study the researcher has done a survey among female Teacher trainees by random sampling technique to measure the relationship between self concept level and aspiration level. The sample of this research work consists of 98 female Teacher trainees studied in the Government College of Education for Women, Coimbatore.

Tools

Researcher used two standardized tools as follows:

The self concept inventory prepared by Beena Shah (1986)) which has 64 items and ten dimensions such as Social, emotional, physical, cognitive, aesthetic, political, job related, self confidence, Self-Concept Related to Beliefs and Traditions and Self-Concept Related to Personality Traits. It is a five point rating scale. Each item has

five response alternatives. This inventory has statements with five choices against each statement such as (i) Always (ii) Often (iii) Occasions (iv) Sometimes and (v) Never. The minimum score of the inventory is zero and the maximum score is 256. A high score between 193-256 indicates a higher self-concept, while a moderate score between 192-63 shows average self- concept and scores between 0-62 indicates person's low self concept. The reliability of the inventory was found by split half method, and it was found to be 0.50 and 0.82. Experts' opinions were obtained to establish the validity of the inventory. Thus the content and construct validity were established.

Level of Aspiration Test prepared by H.M.Singh and G. Tiwari was used to measure the level of aspiration of Teacher trainees. In the test sheet there are 5 of 48 half inches squares. In first, third, fifth row there are ten squares and in second and fourth row, there are 48 squares. On the left hand corner of the page, there is a space for expected score and on the right hand side bottom of the page, there is a space for actual score. The subjects were asked to work as per the instruction. The level of aspiration is determined on the basis of D-scores.

Statistical treatment

In order to measure the differences in the self-concept and level of aspiration between two groups of female teacher trainees, student t-test was used as a statistical technique. In order to measure the relationship between the two main variables, the Pearson correlation test was conducted. Statistical analyses were presents as below;

Table -1: Significant relationship between Self Concept and Level of Aspiration of Female Teacher Trainees

S.No	Variables	N	r- value	Result
1.	Self concept	98	0.70**	Positive correlation
2.	Level of aspiration			

Above table portrays that there is a positive correlation between self concept and level of aspiration of the female teacher trainees. Thus, from the confirmation of the result, the hypothesis (1) which reads as, "there will be no significant

relationship between self concept and level of aspiration of female teacher trainees" stands rejected". The result also reflects the truth that when self concept increases the level of aspiration of female teacher trainees also increases.

Table -2: Significant differences in the Level of Aspiration of Female Teacher Trainees with respect to their Marital Status and Family Type

Variable	Sub variables	N	Mean	SD	t value	Significance
Level of aspiration	Married	30	2.02	1.73	2.3**	0.01level
	Unmarried	68	2.94	2.11		
	Nuclear family	47	3.12	3.35	2.04**	0.01level
	Joint family	51	4.86	5.01		

The above table shows that the mean value of level of aspiration of the unmarried female trainees (2.94) indicates that they hold high level of aspiration whereas the mean value of married female trainees (2.02) indicates that they hold low level of aspiration. An observation of Table-1 clearly shows that female teacher trainees belonging to joint family system have obtained a high mean of (4.86) when compare to female

teacher trainees belonging to nuclear family system, whose mean score is (3.12). It clearly shows that female teacher trainees belonging to joint family have high level of aspiration than female teacher trainees belonging to nuclear family system. Hence, hypothesis (2) which states that "There will be no significant difference in the level of aspiration of female teacher trainees based on their marital status and family type" is rejected.

Table – 3: Significant differences in the Self Concept of Female Teacher Trainees with respect to their Marital Status and Family Type

Variable	Sub variables	N	Mean	SD	t value	Significance
Self concept	Married	30	90.5	29.24	3.48**	0.01level
	Unmarried	68	113.01	30.02		
	Nuclear family	47	88.17	21.04	2.89**	0.01level
	Joint family	51	109.59	26.40		

The perusal of above table shows that the two groups differ significantly on self-concept inventory. It is observed that unmarried female teacher trainees and trainees from joint family are seemed to have high self concept Analysis shows that there is a significant difference between female teacher trainees of married and unmarried, joint family and nuclear family. Hence, hypothesis (3) which states that "There will be no significant difference in the self-concept of female teacher trainees based on their marital status and family type" is rejected.

normal level of aspiration. A person with high self concept may naturally have more self confidence and deals with other persons and situations in life in a positive way. Thus, high self concept has a positive correlation with level of aspiration.

It is observed that the unmarried teacher trainees are having good self concept. Self-concept develops as a result of one's experiences with the environment and ones evaluations of these experiences. Reeve (2009) asserts that the self-concept develops from personal experiences, reflections on these experiences and feedback from the social environment. Hence it is assumed that unmarried teacher trainees may be moulded in such a way that their family edify them to form good self concept which in turn fortify their aspiration to achieve in life. It is also observed that teacher trainees from joint family are possessed with good positive self concept. Family is the primary institution where one's self is formed through the kinds of intimate and intensive interactions that occur among family members. Ochoa,

Discussion

Correlation analysis shows the positive correlation between self concept and level of aspiration of female teacher trainees. This implies that the self concept supports the level of aspiration. If an individual has higher level of self concept he/she is able to have knowledge of his capabilities, limitations, make judgments, take decisions about future and set realistic goals which in turn are the essential characteristics of having

Lopez, and Emler (2007) found a link between open communication between parents and adolescents' positive family self-concept, which in turn related to a positive self-concept. It means that those teachers belonging to joint family may have good role model and guide to form self concept. In contrast the teachers who belong to nuclear family may not have matured and responsible adult in the family to enable them to form self concept which also the predictable factor of reflecting one's level of aspiration.

In case of the level of aspiration, the result shows that the unmarried teacher trainees are seemed to be high aspirant. This might be due to their level of self concept; because self concept directly related to one's level of aspiration. If once self concept is good and high which means that are being capable and feel confident in doing things. It also says that they are able to set realistic achievable goals in life. On the other hand, the married teachers and teachers belong to joint family who may be suffering from stress and tension. They think that they make failure whatever they do because of family pressure and lack of cooperation. Because of this feeling they do not set their goal on high level. They underestimate themselves.

Educational Implications

It is important for budding teacher trainees to be possessed with good self concept and normal level of aspiration. Hence, teacher educators should also emphasize development of healthy self concept. The training programmes related to life skills should be organized them. It is essential to include the components of self concept in the curriculum and ample opportunities should be provided for practical as the theoretical knowledge will not help students to develop their self concept.

Conclusion

A teacher affects eternity; he can never tell where his influence stops.(Henry Adams). A realistic self concept helps an individual to grow professionally and also helps in having over all adjustment with the environment. An individual's behaviour and adjustment in one's society are determined by his attitude, perception and feeling about himself as well as the perception of others

towards him. hence, it is important for teachers to have good and positive self concept as one's self is responsible for many success and failure which in turn promotes self confidence and lead them to be self dependent and self-determinant.

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DEVELOPING ENGLISH LANGUAGE SKILL OF READING ALOUD - A RESEARCH STUDY

Abstract

Reading has a unique position in the school curriculum. It is both a subject of instruction and a tool for the mastery of other subjects. While learning to read is the major goal as the child enters the school, reading aloud to learn gradually gains emphasis. Reading aloud provides experience through which the individual may expand interests and gain deeper understanding of him/herself and other human beings and of the world. This study made an attempt to find out the effect of specially designed instructional material in developing the skills of reading aloud among the pupils in VIII standard of Chennai. The investigator prepared eight instructional material for presentation and practice stressing on pronunciation, vocabulary, word grouping, use of dictionary, silent reading, reading aloud, reading comprehension, reading with expression and feeling behind the written word. The data was analysed and the findings of the study was that that instructional material designed was effective in terms of developing the skills of reading aloud both among the boys and girls of VIII standard.

Keywords: Reading, Comprehension, Fundamental skill, Drill and Practices

Knowing English is no longer seen as the privileged possession of a special cultural and educated elite but the necessary instrument for everyone in a democratic society who want to move beyond their national boundaries. The mastery of any language involves four major skills - Listening, Speaking, Reading and Writing.

Reading - Significance

The ability to read is recognized generally as the most important skill that a person can have. Reading is a tool of the acquisition mind. It is the vehicle for obtaining ideas that cannot be transmitted verbally. The individual who reads well has at his command a means for widening his mental horizons and for multiplying his opportunities for experience. Reading is a crucial factor affecting intellectual and emotional growth. The knowledge contained in textbooks is useless to pupils if they cannot read the ability to read and to comprehend the printed English language is a prerequisite to academic success.

Smith and Dechant remarked that reading involves the following abilities:

- Ability to associate meaning with the graphic symbols.

- Ability to understand words in context and to select the meaning that fits the context.
- Ability to read in through units.
- Ability to understand units of increasing size, the phrases, clause, sentence, paragraphs and whole section.
- Ability to acquire word meaning.

Reading - A fundamental skill

Today, as in the schools of the past, reading is one of the most important tool subject. The emphasis however is now placed on reading to learn rather than on learning to read - just to be able to read - as in the early American school. Children must read extensively in modern schools. Therefore pupils must be equipped with skills to enable them to read with proficiency.

Reading involves the following skills

- Correct pronunciation
- Word grouping
- Comprehending the contextual meaning of the vocabulary

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- Comprehending the feeling behind the written word.

Reading aloud is a familiar time-honored classroom procedure not very communicative perhaps but good practice. This is because when your speech is scripted for you it leaves you with attention to spare to think about delivery keeping in mind that pronunciation is not only about listening. Students should be able to both recognize and produce the first two aspects of intonation, grouping words and stressing the most important one.

Related literature

Jacob & Swinyard (2000) conducted a study of classroom reading practices. Result showed that reading aloud was practiced only in the primary and intermediate grades.

Jose, Deepa (1998) conducted an experimental study on reading skill in English and concluded that reading comprehensions skills should be improved using self-developed instructional material for comprehension writing.

Kumari, Shantha (1987) conducted a study on the development of strategies for the improvement of reading skills in English. The study concluded that the intervention of the strategy developed helped to improve the achievement of reading ability and the literal comprehension of both high and low group students.

Objectives

To evaluate the skills of reading aloud among the English medium pupils of Standard VIII.

- To study the effect of self-designed instructional material on
 - Correct pronunciation
 - Word grouping
 - Comprehending the contextual meaning of the vocabulary.
 - Comprehending the feeling behind the written word.

Methodology

For this experimental study, the investigator found out the effect of self-designed

instructional material in developing the skills of reading aloud. The instructional material was prepared in the two-phased model of Presentation and Practice.

1. Presentation sessions on
 - a) Skills of pronunciation.
 - b) Skills of comprehending the contextual meaning of the vocabulary.
 - c) Uses of a dictionary.
 - d) Teachers model reading.
2. Practice sessions on
 - a) Pupils reading aloud sessions.
 - b) Reading comprehension sessions
 - i. Silent reading.
 - ii. Dictionary work.
 - iii. Answering the key questions.

Sample

The sample included twenty students - seven boys and thirteen girls from a school in Chennai.

Research design and Data Collection

The whole procedure at the school was divided into three parts.

➤ Pretest Level

A Pretest was given to evaluate correct pronunciation, word grouping, comprehending the meaning of the vocabulary, and comprehending the feeling behind the written word. Ninety minutes were allotted for the entire test.

➤ Treatment Level

The treatment level started on the second day. The whole session lasted for ten days. Instructional material for ten days was of the same format given below:

- Pronunciation drill of textual words.
- Vocabulary drill.
- Teachers model reading of the lesson.
- Pupils reading aloud the lesson.
- Pupils silent reading of the lesson.
- Dictionary work.
- Reading comprehension.
- Practical work.

➤ **Posttest Level**

The test was the same that was applied as Pretest.

Analysis and Interpretation of Data

The analysis of the objectives on the components of developing the skills of reading aloud through Presentation and Practice resulted in the conclusion that the instructional material had

improved the level of reading aloud among the First Language English learners of Standard VIII. There was a marked difference between the Pretest and Posttest scores. It showed the effectiveness of the instructional material which used in developing English language skill of reading aloud among the pupils of Standard VIII.

Table – 1: Pre test & Post test Scores of VIII Standard Students

Test	N	Correct Pronunciation		Word Grouping		Meaning Vocabulary		Feeling behind the word		Total	
		M	SD	M	SD	M	SD	M	SD	M	SD
Pretest	20	16.5	0.63	19.25	1.16	9.5	0.83	5.0	0.83	25.25	1.20
Posttest	20	21.5	0.44	25.25	0.67	18.0	0.22	15.25	0.22	36.5	0.89

Educational Implications

The findings of the study have the following implications in the present context of English language in India. The study revealed the need for developing strategies to improve the reading competencies among the pupils. It showed a need to give a greater focus on teaching the reading comprehension skills. Teachers need to lay emphasis on all the skills of comprehension while teaching English as the First or Second language. Testing of comprehension skills of all levels should be included for the examination. Reading skills are the most important tools for academic success and are required to be trained in every school subject.

Hence, the aim of education should not only be giving information but also developing the

skills of reading especially the skills of reading aloud so that it lays a strong foundation for the effective communicative skills, which in fact is one of the major objective of teaching English as a Second language.

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PROBLEM SOLVING ABILITY OF NINTH STANDARD STUDENTS IN ERODE DISTRICT

Abstract

The present study is an attempt to study the role of problem solving ability among ninth standard students in Erode District. The sample comprised of 384 students; out of these 210 were male and 174 were female. Problem solving ability questionnaire has constructed and validated by investigators was used to collect data. Results showed that rural students had high score in problem solving ability. Among four types of problem solving ability (Numerical ability, Reasoning Ability Logical Ability, Arithmetic Ability) dimensions, the numerical ability is significantly higher when compared with the other abilities. The students in the private school had higher problem solving ability when compared with the other types of management. Problem solving ability plays vital role in successful living. So, the main duty of the teacher is to improve the problem solving skill in the entire manner.

Keywords: Problem Solving Ability, Numerical Ability, Reasoning Ability, Logical Ability and Arithmetic Ability

Introduction

Problem solving is an instructional method where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive at some educationally significant difficulty. It is planned attack upon a difficulty or perplexity for the purpose of finding a solution.

Problem solving consists of using generic methods, in an orderly manner, for finding solutions to problems. Some of the problem-solving techniques developed and used in artificial intelligence, computer science, engineering, mathematics, medicine, etc. are related to mental problem-solving techniques studied in psychology. Problems can also be classified into two different types. Ill-defined problems are those that do not have clear goals, solution paths, or expected solution. Well-defined problems have specific goals, clearly defined solution paths, and clear expected solutions. These problems also allow for more initial planning than ill-defined problems. Being able to solve problems sometimes involves dealing with pragmatics (logic) and semantics (interpretation of the problem). The ability to understand what the goal of the problem is and what rules could be applied represents the key to solving the problem. Sometimes the problem requires some abstract thinking and coming up with a creative solution. Problem solving is all about

using logic, as well as imagination, to make sense of your situation and come up with an intelligent solution. It is connected to a number of other skills:

1. Level headedness and resilience are important for assessing a situation, and reassessing it if you fail the first time.
2. You will need analytical skills, creativity and logical thinking to reach a solution.
3. If you're in a group you will also need good teamwork skills

Objectives

1. To find out the level of problem solving ability of ninth standard students in Erode District.
2. To find out the significant difference if any in the problem solving ability of ninth standard students with regard to
 - Gender
 - Locality
 - School Management Type

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Hypotheses

1. The Problem solving ability of Ninth standard students in Erode District is high
2. There is no significant difference between male and female students of ninth standard students with respect to their problem solving ability.
3. There is no significant difference between overall Rural and Urban area ninth standard school students with respect to their problem solving ability.
4. There is no significant difference between ninth standard students of Government and Government Aided schools with respect to their problem solving ability
5. There is no significant difference between ninth standard students of Government and Private schools with respect to their problem solving ability.
6. There is no significant difference between ninth standard students of Government and Municipality schools with respect to their problem solving ability.
7. There is no significant difference between ninth standard students of Government Aided and Private schools with respect to their problem solving ability.
8. There is no significant difference between ninth standard students of Government Aided and Municipality schools with respect to their problem solving ability.

Methodology

The Investigator used normative method was followed to get the required data for the present study. Investigators prepared questionnaire for collecting data. The research tool contains four dimensions namely Reasoning Ability, Logical Ability, Numerical Ability and Arithmetic Ability. The juries assured that the tool had face validity and content validity. The result of test-retest scores showed a correlation coefficient of 0.759 which indicated that the tool was highly reliable. The investigator selected 384 ninth standard students through simple random sampling method which included 210 male and 174 female ninth standard students. The data were analyzed by calculating percentage, mean, standard deviation, t-test.

Analysis and Interpretation

The percentage of gender and overall sample are found in respect to mark categories were presented in the followed table.

Table - 1: The Percentage Level of Overall Sample and Gender wise Scores

Category	Level of problem solving ability					
	Low		Average		High	
Overall sample	N	%	N	%	N	%
		10	2.60	98	25.52	276
Gender Wise Distribution						
Male	8	3.81	61	29.05	142	67.62
Female	2	1.15	37	21.26	134	77.01

From the table 1, more than 70 percentages of ninth students have high problem solving ability when compared with the male and female, the female students have higher problem solving ability than the male students. It is concluded that the problem solving ability of ninth standard students is high

Table - 2: Mean, SD and 't' values of Ninth Standard students Problem Solving Ability of different groups

Hypothesis	Groups	N	Mean	SD	't'-Value
1	Male	210	28.24	8.37	0.39
	Female	174	28.51	5.22	
2	Rural	163	30.91	6.52	17.54**
	Urban	221	17.7	8.2	
3	Government	139	30.2	6.42	2.95**
	Government Aided	97	27.4	7.65	
4	Government	139	30.2	6.42	8.89**
	Private	76	35.8	2.78	
5	Government	139	30.2	6.42	9.66**
	Municipality	71	21.51	6.04	
6	Government Aided	97	27.4	7.65	4.91**
	Municipality	71	21.51	6.04	
7	Private	76	35.8	2.78	18.09**
	Municipality	71	21.51	6.04	

** Significant at 0.05 level

As seen in table 2 the t value S.No.1 is 0.39. This t value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference in problem solving ability of male and female students.

As seen in table 2 the t value S.No.2 is 17.54. This t value is significant at 0.05 level. It indicates that there is significant difference in of rural and urban residence students. Hence the null hypothesis is rejected.

As seen in table 2 the t value S.No.3 is 2.95. This t value is significant at 0.05 level. It indicates that there is significant difference in of Government aided and municipality school students. Hence the null hypothesis is rejected.

As seen in table 2 the t value S.No.4 is 8.89. This t value is significant at 0.05 level. It indicates that there is significant difference in of Government and Private school students. Hence the null hypothesis is rejected.

As seen in table 2 the t value S.No.5 is 9.66. This t value is significant at 0.05 level. It indicates that there is significant difference in of

Government and Municipality school students. Hence the null hypothesis is rejected.

As seen in table 2 the t value S.No.6 is 4.91. This t value is significant at 0.05 level. It indicates that there is significant difference in of Government and Municipality school students. Hence the null hypothesis is rejected.

As seen in table 2 the t value S.No.7 is 18.09. This t value is significant at 0.05 level. It indicates that there is significant difference in of Private and Municipality school students. Hence the null hypothesis is rejected.

Findings

The following are the main findings of the present investigation.

- ✓ The Problem solving ability of ninth standard students in Erode District is high.
- ✓ There is a significant difference between Rural and Urban area ninth standard school students with respect to their problem solving ability.
- ✓ There is a significant difference between ninth standard students of Government and Government Aided school students with respect to their problem solving ability.

- ✓ There is a significant difference between ninth standard students of Government and Private school students with respect to their problem solving ability.
- ✓ There is a significant difference between ninth standard students of Government and Municipality school students with respect to their problem solving ability.
- ✓ There is a significant difference between ninth standard students of Government Aided and Private school students with respect to their problem solving ability.
- ✓ There is a significant difference between ninth standard students of Government Aided and Municipality school students with respect to their problem solving ability.
- ✓ There is a significant difference between ninth standard students of private and Municipality school students with respect to their problem solving ability.

Implication

The educational implications for the study are follows

- It increases the memory through cognitive strategy.
- It brings out the prior knowledge about mathematics concept.
- This model links the concept from one to another for good understanding in mathematics units.
- It reduces the fear about the mathematics subject through cognitive strategy.
- It improves the achievement in mathematics through cognitive strategy.
- It stimulates the interest among the teachers and the students for teaching learning process.

Conclusion

The present investigation is about to study the problem solving ability of ninth standard students in Erode. The finding of the study revealed that the rural students had high score in problem solving ability than the urban students. And also, among four different types of management, the students in the private school had higher problem solving ability when compared with the other types of managements. The male and female students have same level of problem solving ability in Erode District.

The effect of problem solving ability of the learners become independent and increase self confidence. Problem solving ability improves the decision making skill. They will not hesitate to face any situation. They are more suitable for the competitive world. Problem solving ability plays vital role in successful living. So, the main duty of the teachers is to improve the problem solving skill in the entire manner.

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DETERMINANTS OF PARENTS' CHOICE IN SELECTION OF GOVERNMENT AND PRIVATE SCHOOL FOR THEIR CHILDREN - A REALITY PORTRAYAL

Abstract

Almost all parents want to educate their children in the best possible educational environment. Their decision to choose a school for their children's education depends on a number of social, economical and cultural factors. The present study aimed to identify the factors that determine the parents in selection of government and private matriculation school for their children. The researcher made choice of school questionnaire was used to collect data from the sample of 1436 parents of secondary school students. The results from the percentage analysis showed that the major factors that lead the parents to choose government schools for their children's education are nearness of the schools (proximity), free education provided by the schools and their poor economic condition. On the other hand private matriculation schools are chosen by the parents because the parents have strong belief that matriculation schools develops students' communicative skills in English and they have a better reputation in the society comparing with government schools.

Keywords: *School Choice, Socio- Economic Factors, Government and Private Schools.*

Introduction

Education is a social aspiration; it is seen and perceived as the gateway to 'good quality of human life'. It is the key instrument to prosperity of an individual and the society. It makes individuals confident, aware and active. Parents have the right to choose the school for their children. Majority of the parents want to provide their children with the best possible educational environment. Their decision to choose a best school for their children depends on a number of social, economic and cultural factors.

School choice is one of the hotly debated issues in the education reform movement. The term is used to describe a variety of programs that permit students and parents to select the educational setting best suited to the student's needs. Friedman (2014) has stated that "choice of school can be best defined as empowering parents to select the educational environment they feel is best for their child". Edwin (2008) stated that "choice of school refers that the legal right that parents have to prefer the school they would like their child or children to attend". It is the prime responsibility of parents to choose a suitable school for their children, expending considerable

resources in terms of time and money in the process. Selection of suitable and best school has become a prominent strategy for enhancing academic performance of their children.

Need of the study

Education in India is offered both by public as well as private sector. It is free of cost in government schools whereas in private schools, the parents have to shoulder the finances. For the last three decades private sector is emerging as an important source of imparting education in at all levels. The Government of Tamil Nadu in India is committed to attain the universalization of school education by providing 'Uniform System of School Education' or 'Equitable Education System'. Though both government and private schools follow the same education system and curriculum the selection of school is being determined by various socio economic factors and school related

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factors. Parents have the view that quality of education in private schools are better comparing with government schools. In order to identify the gap and the factors that lead the parents to select either government or private school the present study is carried out.

Literature Review

A review of previous studies so far conducted revealed a variety of possible choice factors considered by parents in selecting a school. The socioeconomic status of the family is the predominant factor that influenced the parents to select schools for their children (Ejaz, 2012; Ellen, 2006; Naeem Rehman 2010; Rebecca Allen, 2014; Simon Burgess, 2010). Parents' choice of school was affected by the indispensable qualities of the schools, teacher – pupil ratio and class size (Allen, 2014; De Guzman, 2008; Ellen, 2006; Jaana, 2012). They stated that academic excellence and school quality determine the difference in the selection of a school. Teachers' education standard, teacher's subject mastery and teaching effectiveness influenced the parents to choose private schools (Bosetti, 2004 and Hoxby, 2002). Researchers found that proximity of school determines the differences in school choice (Allen, 2014 and Harold Alderman, 2001). Betts (2006) and Lankford (2000) have stated that most of the parents considered neighbourhood schools for school choice. Margaret Spellings (2007); Julian Peter and Elizabeth (2001) identified teaching of foreign language in schools is one of major factors parents considered in school choice. Lodhi Raees et al. (2014) identified reputation of school, social status and distance of the school from the student's

residence were the most important factors considered by the parents in the selection of a school.

Thus the research studies showed that the above mentioned factors are some of the common factors considered by the parents in the selection of a school.

Objectives

- To identify the major factors that lead the parents to choose the school for their children.
- To find out the difference in the factors that leads the parents to choose government and private school for their children.

Research Questions

- What are the major factors that lead the parents to choose the school for their children?
- Is there any difference in the factors that lead the parents to choose the school for their children with respect to the nature of school?

Methodology

The present study is carried out by using survey method in which the sample includes 1436 parents of secondary school students in Salem district of Tamilnadu state. The researcher made Choice of School Questionnaire was used to collect data from the sample. The validity and reliability of the questionnaire was established to standardize the tool. The reliability coefficient of the questionnaire was found to be 0.79 and it is considered to be suitable from a statistical point of view for the purpose of the present study. The percentage analysis is used to analyse the collect date.

Analysis and Interpretation

Table -1: Percentage Analysis of Factors that lead Parents to Choose the School

S. No	Factors / Reasons	Number of Parents Selected the Factor		Rank
		N	%	
1.	Nearness/ Proximity of the School	886	61.70	1
2.	Economic Status of the Family	677	47.14	2
3.	Academic Excellence of the School	505	35.17	3
4.	Reputation of the School	450	31.34	4
5.	Free Education Provided by the School	432	30.08	5
6.	Excellent Teaching Learning Process	430	29.94	6

7.	Importance given to Sports	405	28.20	7
8.	Skilled Teachers	402	27.99	8
9.	Production of Skilled Students	358	24.93	9
10.	Enhancement of Students' Communicative Skill	357	24.86	10
11.	Single Sex School (Boys/Girls School)	267	18.59	11
12.	Qualified Teachers	225	15.67	12
13.	Infrastructure Facilities in School	207	14.42	13
14.	Provision of Co-Curricular Activities	171	11.91	14
15.	Admission of Neighbours' children	164	11.42	15
16.	Suitable School Atmosphere	163	11.35	16
17.	Provision of free bus facility by the school	154	10.72	17
18.	Creation of Disciplined Students	153	10.65	18
19.	Willingness of the Children	116	8.07	19
20.	Enrichment of Students' Soft Skills	109	7.59	20
21.	Appropriate Teacher- Student Ratio	70	4.87	21
22.	Safety of the Children	41	2.85	22
23.	Technology enhanced classroom teaching.	34	2.36	23
24.	Community / Religious Based School	32	2.22	24

It is revealed from the percentage analysis in table 1 that the major reasons that lead the parents to choose the school for their children are nearness of school from the students' residence (61.7%), followed by parents' economic status (47.14%), academic excellence of the school (35.17%), the reputation of school (31.34%) and free education provided by the school (30.08%).

Table – 2: Major factors that lead Parents to Choose Government and Private School

Factors	Selection of Government School			Selection of Private Matriculation		
	N	%	R	N	%	R
Nearness of the School	357	62.4	1	204	53.3	3
Free Education Provided by the School	345	60.3	2			
Economic Status of the Family	305	53.3	3			
Excellent Teaching Learning Process						
Reputation of the School				268	70	2
Enhancement of Students' Communicative Skill				269	70.2	1

It is revealed from the table 2 that the major factors that lead the parents to prefer government schools for their children's education are nearness of the schools followed by free education provided by the schools and their poor economic condition. On the other hand private matriculation schools are chosen by the parents because the parents have strong belief that matriculation schools develops students' communicative skills in English and they have a good reputation in the society. The proximity of schools also determined the parents to select private matriculation schools. Therefore, it is concluded that there is a difference existed in the reasons that lead parents to choose the school for their children with respect to the nature of school in which their children are studying.

Result and Discussion

It is revealed from the analysis that parents differed in selection of school for their children. Proximity or nearness of school is the prime determinant factor in school selection. Parents with poor socio economic status preferred government schools where free education is provided, whereas private matriculation schools are chosen by parents because of the enhancement students' communicative skill and also parents have the notion that private schools have the better reputation in society comparing with government schools. It is noted that parents are likely to choose private schools only if they believe that the benefits of private schooling are better than government schools. Hence it is suggested that in order to universalize the school education more government / public sector schools are required near to the households of poor socio economic background. The adaptation of English as medium of instruction in government schools may increase the school enrolment in government schools.

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Teacher Educators Attitude towards Change and Implementation of B.Ed Curriculum

Teacher Educators are all those who actively facilitate the (formal) learning of student teachers and teachers.

Abstract

A nation is built by its citizens, citizens are moulded by teachers and teachers are made by teacher-educators. The investigator wants to know the teacher educators' attitude towards change and implementation of B.Ed curriculum. As per the revised norms, the duration for conducting B.Ed and M.Ed courses have been extended up to two years each and the staff pattern and infrastructure facilities are also revised. This is the right time to bring out their attitude towards the above said issue. The main objective of this study is to know the attitude based on their gender, locality, educational qualification, marital status, teaching experience and M.Phil/Ph.D holders. The sample of this study was 100 teacher educators (50males and 50 females) of Erode District were selected. Teacher Educators Attitude Scale Towards Change and Implementation of B.Ed Curriculum (TASCI) was developed with 30 items of 5-point Likert scale. From the findings it is concluded that there is no significant attitude of teacher educators' towards change and implementation of B.Ed Curriculum with respect to their locality, educational qualification, marital status, teaching experience and M.Phil/Ph.D holders and significant only in gender.

Keywords: Attitude, Implementation and Curriculum.

Introduction

Teacher Education scenario today is a cause for serious concern. (Sharad Chandra Behar,2011). Universalisation of elementary education is leading to geometrical progression in teacher population at the elementary level. The quality of teacher education can improve substantially if it concentrates on developing professional competencies in a person who has already acquired good quality of general education in Higher Secondary Schools, general Colleges and Universities and also depends most heavily on the quality of teacher-educators.

Imparting a new framework of curriculum can lead to a paradigm change in education. Education is a continuous and comprehensive term which involves human and material resources like teachers, students, administrators, policy makers, curriculum and the infrastructural facilities. Out of these the role of teacher is so crucial in the transaction of the curriculum. However, the

success of the changed curriculum depends on how it is interpreted by its implementers, that is, teachers.

Research suggests that the success of reforms critically depends on the extent to which they are compatible with teachers' belief about what is worthwhile in education (Beijaard et al. 2000, Day 2002, Fives and Buehl 2008). They may resist to change and to implement changeable concepts of the curricula in terms of the goals, content, the teaching-learning process, evaluation and resources since change or reform can appear threatening and therefore bring resistance. It can bring suspicion, fear and dissatisfaction (Pretorius, 1999).

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A Two year B.Ed and M.Ed programmes are implemented all over the country dated 31.12.2014. Government have examined the case in detail and are pleased to order that on implementation of the revised norms and Regulations of NCTE 2014, the number of intake for B.Ed courses in all existing Government/ Aided Training college are limited to one unit (50 seats) without cancelling any of the existing optional subjects and without reducing the existing staff strength and creating essential posts. (National Council for Teacher Education ,2014). Teacher educators are crucial players for maintaining and improving the high quality of the teaching workforce. They can have a significant impact upon the quality of teaching and learning in our schools. Teacher educators guide teaching staff at all stages in their careers, model good practice, and undertake the key research that develops our understanding of teaching and learning.

Research suggests that teacher educators have multiple professional identities: they may think of themselves primarily as school teachers, as teachers in higher education, as researchers, or as teachers of teachers .Research mostly seems to focus on teacher educators as individuals - their identity formation, professional learning needs, and knowledge development. Little research exists on the profession as a whole, or on policies focused on the teacher educator profession. The background and attitudes of teacher educators will alter; research will give new insights into effective teaching strategies in higher education. Therefore, it is logical to argue that teacher educators are all those who play a role in teacher education.

Purpose of the Study

The purpose of this study was to determine the teacher educators attitude towards change and implementation of B.Ed curriculum and to know their attitude based on gender, locality, educational qualification, marital status, teaching experience and M.Phil/Ph.D holders.

Research Questions

What is the attitude of teacher educators' towards change and implementation of B.Ed Curriculum?
Does the attitude of teacher educators' towards

change and implementation of B.Ed Curriculum differ according to gender, locality, educational qualification, marital status, teaching experience and M.Phil/Ph.D holders?

Hypotheses

There is no significant difference between male and female teacher educators' attitude towards change and implementation of B.Ed Curriculum.

- There is no significant difference between rural and urban teacher educators' attitude towards change and implementation of B.Ed Curriculum.
- There is no significant difference between arts and science group teacher educators' attitude towards change and implementation of B.Ed Curriculum.
- There is no significant difference between teaching experience below five years and above five years teacher educators' attitude towards change and implementation of B.Ed Curriculum.
- There is no significant difference between married and unmarried teacher educators' attitude towards change and implementation of B.Ed Curriculum.
- There is no significant difference between M.Phil/Ph.D holders teacher educators' attitude towards change and implementation of B.Ed Curriculum.

Sample

The sample of this study was 100 teacher educators (50males and 50 females) of Erode District in Tamil Nadu.

Instrumentation

The data were collected through a rating scale consisting of 30 items measuring attitude towards change and implementation of B.Ed Curriculum. Teacher Educators Attitude Scale Towards Change and Implementation of B.Ed Curriculum (TASCI) was developed by the researcher. These items, on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Procedure

After the explanation of the purpose of the study, the rating scale was administered to the teacher educators .

Data Analysis

The quantitative data obtained through the items was analyzed using both descriptive and inferential statistics.

Results

Table-1: Mean Scores, SD, and 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their Gender

Gender	N	Mean	SD	't'- value	Level of Significance
Male	50	127.67	12.67	4.63	Significant
Female	50	113.18	18.48		

It is observed from the above table, attitude of teacher educators towards change and implementation of B.Ed curriculum, male (N=50) and female (N=50) were statistically significant at 0.05 level. It shows that male and female differ significantly. Thus, the hypothesis, There is no

significant difference between male and female teacher educators' attitude towards change and implementation of B.Ed Curriculum was Rejected. Further it is noted that male differ significant than female in their attitude towards change and implementation of B.Ed Curriculum

Table-2: Mean value, SD, and 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their Locality

Locality	N	Mean	SD	't'- value	Level of Significance
Rural	61	122.34	15.43	1.24	Not Significant
Urban	39	117.66	19.98		

The table indicates that 't' value obtained on attitude of teacher educators towards change and implementation of B.Ed Curriculum is 1.244, not significant at 0.05 level of Significance. It shows that rural and urban teacher educators do not differ significantly in their attitude of teacher educators

towards change and implementation of B.Ed Curriculum. Thus, the hypothesis, There is no significant difference between rural and urban teacher educators' attitude towards change and implementation of B.Ed Curriculum was accepted.

Table-3: Mean Scores, SD, and 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their Group(arts&science)

Group	N	Mean	SD	t- value	Level of Significance
Arts	46	122.30	14.74	0.96	Not Significant
Science	54	119.00	19.39		

The table denotes that 't' value obtained on attitude of teacher educators towards change and

implementation of B.Ed Curriculum is 0.966, not significant at 0.05 level of Significance. It shows

that arts and science teacher educators do not differ significantly in their attitude of teacher educators towards change and implementation of B.Ed Curriculum. Thus, the hypothesis, There is no

significant difference between arts and science teacher educators' attitude towards change and implementation of B.Ed Curriculum was accepted.

Table-4: Mean Scores, SD, and 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their Research Qualification

Research Qualification	N	Mean	SD	't'- value	Level of Significance
M.Phil	41	121.07	15.31	0.58	Not Significant
Ph.D	59	119.69	18.80		

Table shows that 't' value obtained on attitude of teacher educators towards change and implementation of B.Ed Curriculum is 0.588, not significant at 0.05 level of Significance. It shows that M.Phil and Ph.D teacher educators do not differ significantly in their attitude of teacher

educators towards change and implementation of B.Ed Curriculum . Thus, the hypothesis, There is no significant difference between M.Phil and Ph.D teacher educators' attitude towards change and implementation of B.Ed Curriculum was accepted.

Table-5: Mean Scores, SD, And 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their marital status

Marital status	N	Mean	SD	't'- value	Level of Significance
Married	56	121.07	15.39	0.33	Not Significant
Unmarried	45	119.69	19.83		

Table shows that 't' value obtained on attitude of teacher educators towards change and implementation of B.Ed Curriculum is 0.334, not significant at 0.05 level of Significance. It shows that married and unmarried teacher educators do not differ significantly in their attitude of teacher

educators towards change and implementation of B.Ed Curriculum . Thus, the hypothesis, There is no significant difference between married and unmarried teacher educators' attitude towards change and implementation of B.Ed Curriculum was accepted.

Table-6: Mean Scores, SD, And 't' value for Teacher Educators' Attitude towards change and implementation of B.Ed Curriculum with respect to their teaching experience

Teaching Experience	N	Mean	SD	't'- value	Level of Significance
Below 5 years	66	123.16	15.47	1.75	Not Significant
Above 5 years	34	116.39	19.30		

Table shows that 't' value obtained on attitude of teacher educators towards change and implementation of B.Ed Curriculum is 1.754, not significant at 0.05 level of Significance. It shows that Below 5 years teaching experience and Above 5 years teaching experience teacher educators do not differ significantly in their attitude of teacher educators towards change and implementation of B.Ed Curriculum . Thus, the hypothesis, There is no significant difference between Below 5 years teaching experience and Above 5 years teaching experience teacher educators' attitude towards change and implementation of B.Ed Curriculum was accepted.

Conclusion

Teacher educators themselves, however, are mentioned much less frequently as active stakeholders in policies concerning their professional quality. If teacher educators are to be involved as stakeholders in the development of policies for their own profession, strong organizational structures could boost their leadership and professional agency. National authorities should be responsible for safeguarding the quality of the national education system and of its teachers. This would mean responsibility for the quality of teacher education and teachers' professional development providers. The teacher must educate not only the mind but also the heart of students and provide right direction and guidance with full honesty, devotion and dedication. Commitment and involvement of professionals therefore constitute a major resource to bring quality improvement in Teacher Education.

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VALUES: THE ROOT AND ROUTE TO THE PERSONALITY DEVELOPMENT

Abstract

Making of the man with perfection is done not only by education but also inculcate the values covert with him. Values are the potential tool for molding the man for shaping himself and nation too. But, in the current scenario, the value systems has gradually decreased and destroyed by the society and individuals because the development of personality of each man is differ with others. The personality of the human being desires of own value system. The values and personality development of the human beings is more associated. In this article, the how different values such as personal value, family value, socio-cultural value, material value and spiritual value are performing to forming the value among the human beings. Each value is the root causes for developing the personality development.

Key words: Values, Personality and Personality Development

Introduction

Allport recommended the exclusion of evaluative traits when investigating personality, the constructs of personality and values have rarely been studied together. However, both are expected to influence a variety of behavioral outcomes, and so it seems evident that we should consider both in examining the impact of individual differences on behavior. Yet this practice is so infrequent, there is little understanding of how personality and values are related to one another, much less how they might jointly impact behavior. As such, this manuscript considers both personality and values simultaneously as predictors of motivated behavior. This conceptual paper deals the relation and association of different values for the development of the personality.

Personality

Personality is defined as enduring dispositions that cause characteristic patterns of interaction with one's environment (Goldberg 1993; Olver & Mooradian, 2003). Research has demonstrated that personality is related to physiological processes (Olver & Mooradian, 2003) and there is "robust evidence that genetic factors substantially influence personality traits" (Caspi, Roberts, & Shiner, 2005)

Values

Values are conceptions of the desirable (Kluckhorn, 1951). More specific definitions have

been developed, however, and the proliferation of descriptions has tended to hinder research in the values domain (Hitlin & Piliavin, 2004). In general, values research has ascribed to one of two basic models (Ravlin & Meglino, 1987a), which we refer to as "values as preferences" and "values as principles." Values as preferences (work values) are essentially attitudes. They indicate the preferences that individuals have for various environments (Ravlin & Meglino, 1987).

For example, someone who values autonomy would be more satisfied with a job that provides considerable discretion. Values as preferences have been studied extensively in relation to career choice and, more recently, within the context of fit. Results typically indicate that values as preferences are related to attitudes, such as job satisfaction. They have not, however, typically been found to relate to behavior (except for career choices) (Dawis, 1991).

Forming of Values

Values as principles, often termed individual or personal values, are guiding principles regarding how individuals ought to

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behave. For example, an individual who values honesty believes that all people ought to be honest, while an individual who values achievement believes that people ought to have many accomplishments that will be socially recognized. This manuscript focuses on personal values (values as principles), because research and theory suggest that they are more closely linked to motivation.

Values as preferences are attitudinal, and should primarily impact attitudes, such as satisfaction. Personal values, however, should more directly impact motivation, because they are general beliefs that one ought to behave a certain way. In this paper, therefore, any reference to values will implicitly refer to personal values, which we define as learned beliefs that serve as guiding principles about how individuals ought to behave.

Values are evaluative; they guide individuals' judgments about appropriate behavior both for oneself and for others. Values are also general – they transcend a specific situation, which helps us to distinguish what values are from what they are not. Values are not, for example, attitudes – attitudes are specifically related to a given event, person, behavior, situation, etc. Values are more ingrained, more stable, and more general than attitudes (England & Lee, 1974).

Additionally, values are ordered by importance, such that one will tend to act according to the more important value when two values are in conflict. For example, consider a man who values hedonism (pursuit of pleasure) more than benevolence (concern for relationships). If forced to choose between golfing and helping his brother move, he would be more likely to golf, because he places greater importance on fulfilling personal desires than on relationships with others.

Values in Personality Development

We can speak of universal values, because ever since human beings have lived in community, they have had to establish principles to guide their behavior towards others. In this sense, honesty, responsibility, truth, solidarity, cooperation, tolerance, respect and peace, among others, are considered universal values. The values have the

strong association towards the personality development. Every value have its influence on personality development of the individual (Wolfgang, 1994). However, in order to understand them better, it is useful to classify values according to the following criteria.

Personal Values and Personality Development

This is considered essential principle on which we build our life and guide us to relate with other people. They are usually a blend of family values and social-cultural values, together with our own individual ones, according to our experiences the personal values is the path to set the our own personality. The personal values build the individuality and it may vary to person to person.

Family Values and Personality Development

These are valued in a family are considered either good or bad. These derive from the fundamental beliefs of the parents, who use them to educate their children. They are the basic principles and guidelines of our initial behavior in society, and are conveyed through our behaviors in the family, from the simplest to the most complex. Next to the personal values the family value is important and is the place of personality development because the parents have a vital play in their children's from the childhood stage.

Social-Cultural values and Personality Development

These are the prevailing values of our society, which change with time, and either coincide or not with our family or personal values. They constitute a complex mix of different values, and at times they contradict one another, or pose a dilemma. Example of the dilemmas that social-cultural values may pose is when they promote the idea that "the end justifies the means". With this as a pretext, terrorists and arbitrary rulers justify violence, intolerance, and lies while claiming that their true goal is peace.

Most personality psychologists agree that the systematic study of how culture influences social and intra-personality behavior should be an essential part of our discipline. Yet, cultural studies continue to be somewhat underrepresented in

personality psychology (compared to social psychology, for instance).

The field of 'culture and personality' (Benedict, 1934; Kardiner, 1939; Dubois, 1944) emerged in the first half of the 20th century driven mainly by psychoanalytic-oriented, psychologists, and psychiatrists. According to recent reviews (e.g., Church & Ortiz, 2005; Levine, 2001), the core propositions of this field were: (a) each culture has a distinctive ethos and all participants in that culture have internalized that ethos and developed a corresponding personality structure that is common to all them (the uniformity assumption) (b) childhood experiences, which are heavily culturally shaped, can be linked to predictable adult personality patterns (the continuity assumption) (c) adult personality characteristics prevalent in a nation directly impact its culture, institutions, historical and social trends, and psychopathology.

Material values and Personality Development

These values allow us to survive, and are related to our basic needs as human beings, such as food and clothing and protection from the environment. They are fundamental needs, part of the complex web that is created between personal, family and social-cultural values. If exaggerated, material values can be in contradiction with spiritual values. This will lead to sometimes complex and sometimes liberal personality among the individuals and it enhances the power of work. The physical and mental ability is needed for to earn material.

Spiritual values and Personality Development

This refers to the importance we give to non-material aspects in our lives. This is part of our human needs and allows us to feel fulfilled. They add meaning and foundation to our life, as do religious beliefs. The purity of mind and sound in attention are the end product of the spiritual values. This spirituality leads the straight forwardness and confidence in the voice and belief on their god by worship. The honesty will be quality of the person in the society.

Spiritual values are fundamental basis of humanity. These are original in nature of a soul. Values add qualities in life. They nourish human beings in a highly principled background where people from grass root level to top level sustain in one sequence of unity and integrity instead of diversity. Life without spiritual values is just like a flower without fragrance and softness. They add essence in personality and move an individual up. Nobody can deny the roles of values in personality development. From the very ancient days people have given importance in development of pleasing personality. Many psychologists have agreed in this aspect that without spiritual values personality cannot be built as proper as we expect. So the importance of values comes in minds of many. These are not only beneficial but also very much required for spiritual growth. Persons tend to Spirituality and build society of mass interest. Universal brotherhood is achieved in union of the remembrance of Divine. So, spiritual values are very much essential to adopt.

Moral values and Personality Development

The attitudes and behaviors that a society considers essential for coexistence, order, and general well being. That moral rationality attaches to selves who have personalities is a notion so commonplace that it is likely to be contested only in certain quarters of academic psychology. One could describe the ontogenesis of moral reasoning without invoking the usual indicators of personality, such as traits, dispositions or character. If anything, person logical considerations were regarded as sources of bias, backsliding, and special pleading that had to be surmounted in order to render judgments from the "moral point of view."

Conclusion

The personality development and the values are inseparable according to the empirical evidences. Values make the man perfect and humane. The evidences have shown the bond between the values and the personality. The values are the root and route towards the development of the personality. The empirical evidences contributed and supported this conceptual paper.

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Abstract

In expanding and enriching 21st century, the learning opportunities for students offering many technologies to successful teaching. Present technologies are compelling the teacher to personalize his/her teaching. If the teacher does not make his/her personalization towards teaching methodology, it will produce unsuccessful of learning. A developing country like India is seeking to attain successful learning at school education. For successful learning, the novel and innovative learning technology in online learning is Blended learning. It combines the use of online as well as ancient classroom methods. So it gives a whole school learning experiences to the learners. Blended learning has established itself as an accepted and effective learning model. Blended learning gives distinct strategy for overcoming the barriers presented by limited resources, time constraints, and budget pressures. It also gives educators a new palette to craft updated curriculum that meets the needs and preferences of digital natives to learn more successfully in their technology-infused environment.

Keywords: *Blended, Pedagogy, Flex model, A La Carte Model, Virtual Model*

Introduction

Education of a man does not begin at school, it begins by birth and it never ends in university but at his death. Hence education is a lifelong process and it is promoted by almost every experience of life. A person is said to be educated, he acquires knowledge, and skills, attitude etc. Education becomes a product of group life at a great cost of time and sufferings. The man making and character building of an individual is known as education. Education is the most important invention of mankind. It is more important that the invention of tools, machines, spacecraft, medicine, weapons and even of language, because language tools was the product of his/her education. Man without education would still be living just like animals. It helps him to behave like a man and prevents him to behave like an animal. This education can be teach and learn by ample methods in the world. Recent days many innovative methods have been enriching the education. One among them is blended learning which combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. This learning will create many impact and effects on students learning. Hence this is an

opportunity to the author to describe the blended learning.

Development of Blended Learning

The word “Blended” is popular from 14th century. It is originated from the old English word ‘Blandan’ then it transformed to German as ‘Blending’ and now it called as blended. Blended means mixed, mingled and stirred up a liquid. According to education, it is used as methodology with added the term learning is Blended learning.

Blended learning is student centered approach. It is a learning management system which helps to develop learning of online learners. It includes both online and face-to-face interaction. According to Graham (2003) defined blended system as a learning system that “combined face-to-face instruction with computer mediated instruction”. In this environment, the teacher is

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present to clarify doubts of learners. In blended learning the teacher act as a manager and facilitate the students' learning. Teacher teaches a single concept by using traditional and technological equipments. So he/she called as a 'Facilitator'. Garrison and Vaughan (2008) as, "a design approach where by both face-to-face and online learning are made better by the presence of the other".

Blended learning is novel and innovative technique for learning methodology. It is a formal education programme in a learner learns through online self learning method as well as traditional face-to-face interaction. Slogan consortium defined hybrid course as blended learning that "Integrated online with traditional face-to-face class activities in a planned, pedagogically valuable manner". It is the combination of two teaching or learning method so it is called as Hybrid, Mixed mode or integrative methodology. Because of the learning occurs in the classroom by using e-learning and traditional classroom methods. Driscoll (2002) refereed four concepts about blended learning as follows.

- ❖ It is performing or conducting one's teaching in a combined classroom,
- ❖ The combination of physical classroom and the virtual classroom,
- ❖ One use the traditional space, and
- ❖ Then one adds something to it.

On the other hand, e-learning in India (2007) blended learning comprises of the following elements.

- ❖ Informative learning
- ❖ Interactive learning
- ❖ Collaborative learning

It is an integrated combination of traditional learning with web-based online approaches; blended learning may be defined as the combination of media and tools employed in an e-learning environment. It may be described as the combination of a number of pedagogic approaches, irrespective of learning by using technology.

Blended Learning - Meaning and its Definitions

Blended learning is learning occurs from combination of both online learning as well as

traditional classroom methods. It also called as b-learning, hybrid learning and mixed methodology. Combining online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student-to-student across a diverse group of learners. Blended learning, which typically extends classroom instruction online, is giving schools new approaches and strategies for addressing the challenges they face. Like many advances in educational practice, blended learning is defined and implemented in multiple ways. As more and more schools use this model, many different meanings have evolved. For clarity and deeper understanding of this approach the following definitions proposes different meaning of blended learning in teaching and learning.

Some of the eminent scholars gave the definitions are as below,

"The concept of blended learning is rooted in the idea that learning is not just a one-time event—learning is a continuous process. Blending provides various benefits over using any single learning delivery medium alone" (Singh, 2003).

"Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities." (Dziuban, Hartman & Moskal, 2004).

Blended learning is realized in teaching and learning environments where there is an effective integration of different modes of delivery, models of teaching and styles of learning as a result of adopting a strategic and systematic approach to the use of technology combined with the best features of face to face interaction (Krause, 2007).

Benefits of Blended Learning

Educators are discovering that blended learning offers an important set of benefits. These include:

- ✓ The ability for schools to maintain their central role in managing a student's educational process and personalizing instruction.

- ✓ Providing curriculum developers and teachers, the flexibility to address standards and maintain curriculum fidelity while integrating digital content and learning experiences that better engage 21st century learners; and
- ✓ Giving teachers valuable experiences in using technology effectively in their professional development courses, preparing them to use blended models creatively and strategically as this approach becomes more and more prevalent in the classroom.

Models of Blended Learning

The majority of blended-learning programs resemble one of four models such as Rotation, Flex, A La Carte and Enriched Virtual.

Rotation Model

Students are cycled on a constant schedule for course or subject. It may be done by the teacher's discretion between learning modalities. At least one of which is online learning and other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments.

Flex Model

Flex models gives relaxation in online learning by substitute some useful changes by the facilitators. Blended learning includes online learning, traditional classroom method and off-line home work at home. The facilitator has independence to alter these processes like small-group instruction, group projects, and individual tutoring for balancing online but not permit offline homework.

A La Carte Model

Student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. Here, the teacher is available by teacher of record (teachers list) which is nothing but the list of teacher to teach in online.

Enriched Virtual Model

In this model, Students are required face-to-face learning sessions with their teacher of record (teacher list) and then they are free to complete their remaining coursework remote from

the face-to-face teacher. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face interaction with their teachers every weekday.

Blended Learning combination of Ancient and Modern Learning

Yes. The blended learning is combination of both ancient and modern learning. Ancient classroom, the learning was take place in classrooms. In the modern era, there is no need of classroom to learn. Development of ICT, there is a way to learn anything in anywhere and anytime too. But, in the blended learning gives on opportunities to the students learn with ancient and modern environments. In here, the formal classroom was run with technology which is able to interact with teacher apart from the students learning place through internet. This is called as learning centers. The class period is given to the pupils for learning. The learning is taking place in the technological enhanced classroom. The process of combination is blended and learning takes places in four walls is called as classroom. the blended learning occupies a blending of ancient and modern learning.

Conclusion

Universe seeks innovation in their school education particularly in teaching and learning process. At present, Technologies plays an excellent role in teaching-learning process. In teaching-learning process, Teacher has the responsibility that how we select and use the précised technology in our classroom. There are too many technologies are available. The novel technological method of learning is b-learning. It combines online learning as well as ancient classroom learning. In blended classroom, the learners attained whole classroom experiences by using online learning technology. If blended learning is adopted in our classrooms, students' would easily attain the success. It is hybrid version of online learning. In the name of b-learning formally explained that the learning is taking place in both ancient and modern environments. Finally, the author of this paper hoped that the reader might get brief knowledge about blended learning after reading this paper.

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STRESS MANAGEMENT IN EDUCATION AMONG THE STUDENTS

Abstract

Every human being becomes a victim of stress at any point of time. None can escape from the impact of stress throughout his life. But by emotional and social intelligence can cope with stress. It proper hope in mechanism is developed he could effectively face and fight against the negative consequence of stress. Stress is nothing new but the intense interest people have in the subject today has come about only in the past decade or so during this period psychologist, physicians and others working on stress have had a problem of defining stress in clear and measurable way. The major difficulty is that people look at stress in two opposite ways. Some take the position that stress is a reaction to a stimulus event. In the adolescent age, a child faces complex question of future vocations, occupations etc., the existing fierce competitions, and un-employment adds to the difficulties of adolescents. Our day-to-day observation about the adolescents from all strata is that they feel tense, frustrated, stressed and insecure with regards to their future. This feeling of insecurity, affects their success and consequently disturb their peace.

Keywords: *Stress Management, Education, Students.*

Introduction

Stress is an agitated physiological state in which the electrical transmission of information along neurons is heightened to the point that the nervous system may collapse or bodily functions may perform poorly. In general, it is term applied to the pressures people feel in life. It results from an imbalance between environmental demands and personal adequacies to meet those demands. Stress is an external pressure laid on any of the individual. Every human being becomes a victim of stress at any point of time. None can escape from the impact of stress throughout his life. But by emotional and social intelligence can cope with stress. It proper hope in mechanism is developed he could effectively face and fight against the negative consequence of stress. Stress is nothing new but the intense interest people have in the subject today has come about only in the past decade or so during this period psychologist, physicians and others working on stress have had a problem of defining stress in clear and measurable way. The major difficulty is that people look at stress in two opposite ways. Some take the position that stress is a reaction to a stimulus event.

Most Prominent Stress areas in Education

1. Examination is the biggest stress in educational area.

2. Curriculum work load and discriminating behaviours by teachers are the main factors that generate stress and insecurity in educational arena.

3. In the psychological domain the following factors generate stress and security.

- a) Fear of failure
- b) Lack of motivation
- c) Depression due to poor mark
- d) Lack of concentration
- e) Poor decision making etc.
- f) Un favorable self-concept

Major Stresses

❖ School Stress

School atmosphere is one of the determinants of stress. If teachers are happy in the school if relation with colleagues for stress experienced in school may be related to teacher – teacher relationship and student – teacher relationship, teacher – administration relationship, frequent meetings, inadequate facilities, classroom demands,

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activities the leadership style of the head etc. over crowdedness and teaching strategies often act as factors of stress in classroom.

❖ Personal Stress

Causes may be many for this type of stress. Some of them are physical appearance, health and sex problems, failures, denied to participate in other activities, incompatible goods, testing by family members, colleagues and peers. Personal stress varies from person to person. Conflicts with friends, anxiety about future vocation, social responsibilities, insecurity feelings, beliefs and values all can contribute to personal stress.

❖ Family Stress

The relationship between home and environment and teacher behaviour is well established. Teachers are more affected by the type of home and patterns of familiar behaviour. Some of the reasons for stress at home include lack of understanding between teachers and other family members, illness and parents, too busy family members, catholic members, punishments, compulsion for earning more money and quarrels among children. The other reasons include financial problems, high aspiration of family members and lack of consideration from family members, lack of space to home, excessive household works, socio-economic status and educational level of family members.

❖ Social Stress

The factor of social stress include school climate, unsupportive events, shift of roles and responsibilities, uncultured developments in the surroundings suspension and misbeliefs, religious conflicts, facing a group values and customs in the society and also the influence of personality of others, like teacher and leaders. The community in which the teacher lives is also a contribution of stress.

Types of Stress

1. Eustress

It is the type of stress that have been experienced before the need to exert physical force. Eustress prepared the muscles, heart and mind for the strength need for whatever is about to occur. Eustress can also apply to creative endeavours. When a person needs to have in to bring them the inspiration according to their need. An athlete will

experienced the strength that comes from eustress right before they play a big and game or enter a big competition.

2. Distress

Distress is one of the negative types of stress. This is one of the types of mind and body undergoes when the normal routine is constantly adjusted and altered. The mind is not comfortable with this routine and carves the familiarity of a common routine. There are actually two types of distress acute and chronic stress.

3. Survival Stress

We may have heard the phrase “fight or flight” before. This is a common response to danger in all people and animals. When we are afraid of someone or something may physically hurt us, our body naturally responds with a burst of energy. So that we will be better able to survive the dangerous situation (fight) or escape it all together (flight). This is survival stress.

4. Internal Stress

If we caught ourselves worrying about things we can nothing about or worrying for no reason at all. This is internal stress and it is one of the most important kinds of stress to understand and manage. Internal stress is when people make themselves stressed. This often happens when we worry about things situations we know will cause us stress. Some people become addicted to the kind of hurried tension, life style that results from being under stress. They even look for stressful situation and feel stress about things that aren't stressful.

5. Environmental Stress

This is a response to things around us that cause stress, such as noise crowing and pressure from work or family. Identifying these environmental stresses and will help lower our stress level.

6. Exam Stress

Exam Stress and exam fear among students is at an all time high. We will hardly fail to read news about students committing suicide on account of pressure in school and college students also suffer from lack of contraction and often indulge in eating disorders.

Causes of Stress in Students

▪ Academic

Academic pressure can be distress if it is allowed to become such. Though stress management, however, it can be eustress that urges to greater accomplishments. In this case, stress management for student demands building on academic success. Awarding peak performance can encourage greater academic excellence.

▪ Environment

The school environment can be a distress if students are left to handle it on their own planned activities geared toward initial adjustment and intermittent periods of relaxation can go for toward introducing eustress into our stress management for students.

▪ Extracurricular

Many students naturally seek out extracurricular activities and find them a engaged them suffer distress instead. Stress management for students requires careful selection of activities school life, family life and part time jobs.

▪ Peers

Peers pressure can be source of eustress or distress depending on how readily students give in to it students who want stress management will want to establish firm conditions and stick to them.

▪ Time Management

Stress management for students must address scheduling, since a lack in this area can impulse on most or all other areas of a student's life. Easier for some than for others a habit of carrying a daily planner and adhering to it can train away much of the distress.

▪ Parents

Sadly parents themselves are to blame for a portion of a student stress. It is well known that students as they get older seek greater degrees of independence from their parents. This is necessary if they are to become mature adults. At the same time, the struggle can causes greater distress on both sides of equation. If we want success from efforts at stress management for students a spotlight on the eustress of the parent/student relationship.

Student can do much for their own stress management simply by eating a balanced diet and getting sufficient sleep. They can add to that by maintain a schedule including regular waking and sleeping hours.

▪ Symptoms of Stress

Three symptoms of stress are followed,

- Psychological stress symptoms
- Physical stress symptoms
- Behavioural stress symptoms

1. Psychological Stress Symptoms

Psychological effects of stress may occurs when our mind perceives an inability to cope with a "challenge" of some kind. Basically five different components of psychological stress and these include

(a) Pressure

This is a common complaint. In today's lifestyle where we are often faced with an internal (or) external demand to complete a job, task or activity within a limited time frame,

- ❖ Frustration
- ❖ Conflict
- ❖ Threat
- ❖ Loss

The psychological symptoms of stress present themselves in many different forms. They are,

(b) Emotional Symptoms

- ❖ Anger
- ❖ Anxiety
- ❖ Obsessive behaviours
- ❖ Depression
- ❖ Emotionally numb
- ❖ Negative of concentration
- ❖ Lack of concentration
- ❖ Less of confidence
- ❖ Feeling a loss of control
- ❖ Feeling a fear
- ❖ Increased worrying.

(c) Cognitive symptoms

- ❖ Feeling distracted
- ❖ Increasing lack of concentration
- ❖ Indecisive

2. Physical Stress Symptoms

Physical stress symptoms can also be caused by other illness. So it is important to have a medical physician treat any other physical disorders that may be present. However the body and mind are not separate entities any of the physical problems outlined below may directly result from stress or be exacerbated by stress.

- ❖ Sleep disturbances
- ❖ Back-shoulder (or) neck pain
- ❖ Upset (or) acid stomach
- ❖ Constipation, diarrhoea
- ❖ Hair loss
- ❖ Muscle tension
- ❖ Fatigue
- ❖ High blood pressure
- ❖ Irregular heartbeat, palpitations
- ❖ Heart burn
- ❖ Headaches
- ❖ Asthma
- ❖ Chest pain

3. Behavioural Stress Symptoms

- ❖ Aggression
- ❖ Agitation
- ❖ Avoidance behaviour
- ❖ Crying
- ❖ Decreased / Increased sexuality
- ❖ Difficulty relaxing
- ❖ Eating fast
- ❖ Gambling
- ❖ Impatience
- ❖ Increased alcohol
- ❖ Increased smoking
- ❖ Losing temper
- ❖ Nail biting
- ❖ Rest talking
- ❖ Walking fast
- ❖ Talking fast
- ❖ Restlessness
- ❖ Poor eye contact

Sources of Stress

✓ Interpersonal issues causing stress

There are several inter personal situations causing stress. In close inter personal relationships deep emotions are involved. Inherent to the ancient Indian system of education has been its healthy teacher-student bonding. But with the expansion of education, there seems to be a change in the

present scenario. Large class strength and unrealistic work load on teachers in the schools in India are the major causes of lack of healthy personal communication between teachers and students.

✓ Personality-Related Stress

The personality characteristics of an individual to a large extent are responsible for appraising a situation of stressful or otherwise (fear of failure, committing mistakes). An individual's value system is closely related to feelings of guilt and feeling of not being good enough. The change in the role of the Indian women, who is now 'career-center' is resulting in role conflict marriages a mismatch between the career demands and traditions family values.

✓ Environmental Stress

Living or working in an uncomfortable physical environment may be stress including. Excessive noise, heat, lack of ventilation, unhygienic surrounding, crowded or an environment with strong smell or lack of light may cause stress and lower work efficiency of teachers. For instance after a heretic drive in heavy traffic. One may find it very difficult to presentation or lecture in a classroom.

✓ Change Individual Stress

One major potential of 'change' to induce stress is in the form of fear of change. The main reason of change induce stress is the fear of the unknown. In teaching profession, and many other unfamiliar aspects can be a cause of change induced stress. The best coping strategy is to move from the unknown zone to the known zone.

✓ Stress Caused by System issue

System refers to any organization, family, school or other social enterprises in which an individual functions. An average individual distributed his time between these systems. The stress related to 'system' has become highly relevant in India society in the content of changing demands in the family and school. A teacher has to do many duties relating to his profession as well as to his family life. Especially the female teachers come under stress a lot of extra from them.

There are five major sources of stress. They are biological variable, environmental circumstances, life situations, behaviours and cognitive activities.

1. Biological variable effect a person's physical state they include illness and physical exertion.
2. Environment circumstances are forces in the person's surroundings such as noise, overcrowding, poverty and natural disasters.
3. Life situation include stressful incidents such as death of close friend or being in a group of strangers.
4. Behaviours that may act as stressors include smoking, poor eating habits.
5. Cognitive or thinking activities many procedure stress include talking a test or concentrations on getting high score.

Stress Management Strategies

1. Be Realistic

A stress-prone must be practical, realistic and optimistic in thoughts and approach. Experts say that optimistic perception towards the problem can also help the stressor, when we has any problem an optimistic person planning and by setting priorities.

- ❖ Deciding priorities
- ❖ Managing effectively available time
- ❖ Delegating power or work to others
- ❖ Saying 'no' to interruptions
- ❖ Doing daily work regularly everyday
- ❖ Negotiating with classmates

Positive thinking is the first characteristics of a peaceful person. Have a positive outlook helps that not only to value himself but also to value life in all forms.

2. Be Active and Industrious

Adolescents are active in their analytical thinking she/he should identify all possible combinations, consider alternatives and reduce the set of best possibilities. For those, she/he should be aware of the fact emotional deviation does not affect his work and activeness. Not avoid emotional deviation and maintain concentration, she/he must undertake the following.

- ❖ Relaxation techniques
- ❖ Yoga exercises

- ❖ Meditation
- ❖ Acquire alternate interest or engaged in other works
- ❖ Trust in one self

Another way to overcome stress is to be industrious

3. Be flexible and Acceptable

It is a well-known fact that rigidity generates stress lack of adjustments is also a contributing factor to the stress; flexibility can help a person face stress because it refers to a number of ideas. It is also a key component of creativity. As we know creativity develops positive attitude in persons this helps them to face stressful situations. To make an adolescents flexibility we can give opportunities to him/her so that she/he can interact with different types of problems and find a feasible solution. Man lives in groups and learns a lot through social transmission. People have different views and values which cannot be denied as a matter of fact. A good person recognizes the value of acceptance. Acceptance considers the views of others and makes a person open-minded. We can develop acceptance by the following.

- ❖ Value the worth and abilities or others.
- ❖ Tolerate the behaviours of fellow mates or friends where differences arise.
- ❖ Admit readily and own mistakes.
- ❖ Nurture the spirit of open-mildness.

Self-improves or Success Seeker

Once has to overcome weakness or remove the causes of failure if she/he has to seek success with better results the adolescents should work to improve his/her ability and efforts.

How to become self-improver?

1. Make a habit of dairy writing regularly.
2. Give auto suggestion for our problems and for improvement of our personality. These will raise your self-dependency.
3. Don't be afraid to admit our limitations.
4. Promote feeling of success.
5. Make sustained efforts for active higher goals with high self will.

5. Professor Self-knowledge

To overcome stress one should high self-knowledge and skills to control and solve the problems. Like money or power, knowledge is

capable of large extent. All variants of knowledge can help students adjust to adverse situations for this one must accrue following.

1. Capabilities of an individual.
2. Tolerance capacity.
3. Self – limitations of an individual
4. Attitude towards the problem
5. Perception of the problem
6. Self – analysis or one’s own ability and inability.

On the basis of above points one analyze oneself and try to solve the problems.

6. Assertiveness

Assertiveness means a clear calm firm response style. It also means telling a straight forward statement without being aggressive.

Lack of assertiveness is the major source of stress one is less able to address issues people and problems honestly and directly. That is why most of us are looked over worked and over stressed. Behaving assertively requires confidence. Lack of confidence shows lack of assertive behaviour, the heart of stress management lies in positive thinking which in turn emphasizes assertiveness. It is the best indicator of over all stress management fitness level.

7. Support and Co-operation

“Peace is to live together”

The groups provide more physical protection, financial help and emotional sympathy. The support relieves people of psychological and physical symptoms of stress people who receive a great deal of social support from their relatives and friends are less emotionally disturbed by new charge and daily hassles.

Stress Management Programmes for Students

Identify the following issues as those that bother students during their first foray into college life.

- ❖ Development of autonomy
- ❖ Development of competence
- ❖ Development of purpose
- ❖ Management of emotions
- ❖ Development of identify
- ❖ Feeling of interpersonal relationships
- ❖ Development of integrity

Parents and Stress Management

Today, students are faced with a number of stressors, both at school and outside of it. It has been suggested that parents should follow some techniques to reduce their children’s stress in the following ways.

Using Time Management techniques

Student life is all about learning how to achieve a balance between studies and other activities. If parents want their children to do well at school, parents have to devote time to studies. Although there no easy ways to go about this, it helps to plan in advance and schedule time for study.

Organization techniques

There will be a number of things that students need to file, such as notes, assignments, submission dates and examination times. Parents should help students by keeping a calendar or a notebook or whatever method works for them but it should be kept organized. Parents should know what they have to do and when, so children don’t get behind at school work.

Create a Study Environment

Ideally, parents should choose a place that is quiet and free from distractions. Parents should make children not to study on bed because that will tend to fall asleep even if they don’t intend to. A desk with good lighting works well for most children. If they have trouble getting in the mood, parents should try to divide the task into small chunks and reward them each is completed.

Memorization Techniques

Parents should make their children to revise and read over the previous class notes and assignments for five minutes before they start their work every day can also help them to remember.

Be an Optimist

Parents should always be a part of children’s both in success and in failure. Parents should recognize the factors for their children’s failure and should to recover it by saying positive examples. Parents should make them to cheerful, and his makes children naturally feel better and less stressed.

Sleep well

This is an important, as many students today think they can get away sleeping less. While this may be alright for one night, as a regular schedule it disturbs our health and sleep cycle. Children will find it harder to concentrate and end up feeling more frustrated and stressed out about school work. Parents should concentrate on sleeping time of their children and make it as regular.

Study Techniques

The conventional method of study may not work as well for us. Parents should help their children to remember and understanding things better by experiments rather than reading about them in books, parents should do these as much as possible. Remember, there is no one 'correct' way of studying. (*website*)

Ways to Reduce the Stress

- Get up 15 minutes earlier each morning. That gives us a little more time to eat something, run back to get something we forgot, or enjoy a cup of coffee before heading out the door. If we drive to work, a 15 or 20 minutes head start may decrease some of the traffic we face, and make the commute less stressful.
- Prepare for mishaps. Make an extra copy of our house key and bury it in our neighbours yard; make a second copy of our car key and tape it under our coworker's desk. Both may allow us to get home inside the house if you lose your keys. If you do have to use them, pat yourself on the back for being smart.
- Don't do something if we will have to lie about it afterwards. While this may seem obvious, the nagging guilt we feel often wears us down or makes us anxious about getting caught sure, it may be more time consuming to fax our resume to new jobsites from kinko's, but we don't have to worry about being caught.
- Do something healthy for ourself. That could mean taking the stairs once a day instead of the elevator, picking one day a week to have a salad for lunch, or eating fresh fruit instead of a candy bar. What's the overall effect on our health? May be not much, but small steps lead

to bigger ones, and doing something simple for our body is the best way to start.

- Write it down. There is an old Chinese proverb that goes, "The palest ink is better than the most reiterative memory". All those "seven secrets" tips are based on writing things down. Write down goals, errands, chores, due dates for projects and library books. Instead of just a "To Do" list, keep a "Have Done" list too. Move things over over to that list after having completed them. At the end of the day, review how productive we were.
- Be willing to forgive others. Allowing others the right to make a mistake goes a long way toward forgiving our self for mistakes. Assume that others are doing the best they can mark. Twain once said "Never attribute to malice what can easily be attributed to stupidity." This goes a long way toward doing the best we can as well.
- Don't eat lunch at our desk. Get away to somewhere quite or different if only for a 15 or 20 minutes break.
- Get up and stretch periodically. Twist side to side and bent front to back. Roll your head around to stretch your neck a bit. Trade shoulder rubs with a coworker.

Conclusion

Stress comes from both good and bad experience. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be good things if there is stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. We are living in an era in which science and modern communication have turned the world in to a small community reducing the barrier of time and space. Tomorrow's world will be shaped by todays adolescent. In the adolescent age, a child faces complex question of future vocations, occupations etc., the existing fierce competitions, and un-employment adds to the difficulties of adolescents. Our day-to-day observation about the adolescents from all strata is that they feel tense, frustrated, stressed and insecure with regards to their future. This feeling

of insecurity affects their success and consequently distributes their peace.

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ENHANCING QUALITY THROUGH INCLUSIVE EDUCATION

Abstract

Inclusive Education is useful about identifying and removing barriers to learners' presence in education, participation in the learning process, and academic and social achievement. Inclusive education is a constantly evolving process of change and improvement within schools and the wider education system to make education more welcoming, learner-friendly, and beneficial for a wide range of people. It is described about the restructuring education cultures, policies and practices so that they can respond to a diverse range of learners. Inclusive education is a process in which all stakeholders should participate such as teachers, learners, parents, community members, government policy-makers, local leaders and NGOs. It assists to focus on solving attitude, practice, policy, environmental and resource barriers. Therefore this paper fully concentrated about the approaches and strategies to improve the quality education system.

Keywords: Enhance, Quality and Inclusive Education

Introduction

Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. It is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusion is an educational approach that provides all students with community membership and greater opportunities for academic and social environment. Inclusion is about the making sure that each and every students feels welcome and that their unique needs and learning styles are attended to and value. The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to communities and workplaces. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents and community leaders is essential for the creation of better and more inclusive schools.

Inclusive education brings all students together in one classroom and community, regardless of

their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

- Inclusion is an effort to make sure that diverse learners – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning – are exposed to teaching strategies that reach them as individual learners
- Inclusive schools ask teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation
- Teachers in inclusive classrooms vary their styles to enhance learning for all students

Barriers of Inclusive Education

It is classified three types of barriers are:

School Factors

- ❖ Quality of teaching and teacher training
- ❖ Lack of teachers per class
- ❖ Legal and policy barriers

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- ❖ Lack of appropriate infrastructure for children with disabilities
- ❖ Lack of school instruction materials
- ❖ Attrition rates of teachers and nonteaching education staff
- ❖ School safety, violence, sexual harassment and corporal punishment

Infrastructural Factors

- Poor condition of school facilities (eg: Design of Building)
- Lack of transportation
- Seasonal factors such as rains/ flooding
- Remoteness and lack of rural development opportunity costs of schooling
- Lack of appropriate infrastructure for children with disabilities
- Seasonal factors such as rains/ flooding
- Remoteness and lack of rural development
- Lack of Play ground

Social Factors or Environmental Factors

Poverty, and financial barriers, including direct, indirect and opportunity costs of schooling

- ✚ Gender (Male and Female)
- ✚ Lack of identification documents/birth certificate
- ✚ Migration and mobility
- ✚ Prevalence of child labor on Plantation
- ✚ Health and Nutritional status of children
- ✚ Conflict (Decision Problem)

Approach to improve the Inclusion Education

Inclusive education is the one of the important factor to improve the quality education in the teaching and learning transaction. It improves the quality and equity among the students and teachers. It has the following strategies to improve the equity and inclusion is;

Access

- ★ Implementation of inclusive curriculum
- ★ Prevent the Early childhood care
- ★ Universal measures such as abolishing
- ★ Willing to reduce the School fees and class size
- ★ Flexibility in the school calendar
- ★ School construction and renovation

- ★ Providing scholarship to improve the students studies as well as enrollment
- ★ Day to day life content included in the curriculum
- ★ School health and feeding/nutrition programs

Quality

- ✚ Curriculum changes for the new generation
- ✚ Develop the book content with life oriented illustrations
- ✚ Proving the refresher classes for the teachers and students
- ✚ Implementing the inclusive curriculum for the equity
- ✚ School health and feeding/nutrition programs
- ✚ Teacher education on equity issues, gender, and inclusive education

Management

- Providing the offers to the teachers and students for effective teaching
- Allotted the lot of fund to develop the all facilities
- Teacher incentives in rural areas
- Attending many refresher courses for Community mobilization in school management
- Creation of an inclusive curriculum.

Identify strategies for improving teacher's quality

Teachers should have to concentrate to develop their teaching competency for the present days. It has the following types of courses are:

- ✓ Pre-service training
- ✓ In-service training

Management

- ❖ Management will be ready to accept the new one for the modernization.
- ❖ Providing fund to develop the equipments as well as infrastructure facilities
- ❖ Consider any changes needed in school management/support for teachers.
- ❖ Action required to boost the number of female teachers
- ❖ Incentive package is required to improve teacher deployment in remote areas

Curriculum

For implementing the quality education, curriculum should have the following type of methods are:

- Health and nutrition education
- Life skills education
- Human rights education
- Define towards gender and relationships
- Visions/goals of economic and social development
- Sustainable development for curriculum changes

Quality

- Curriculum revision for younger generation
- Flexibility in curriculum and infrastructure facilities
- Instructional materials/visual aids for present level students and teachers
- Developing equipment for special need of the students
- Adoption of standards for equity and inclusion
- Improvements in learning assessment methods
- Immediate feedback implementation
- Inclusive Classroom Practices
- As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. Special educators understand that effective general education practices really are appropriate for students with special needs, and general educators often turn to special educators for additional ways to teach their increasingly diverse groups of students.
- Some of the Specific Classroom Practices Recommended in National Reports are:
 - LESS whole-class, teacher-directed instruction
 - LESS student passivity
 - LESS prizing and rewarding of silence in the classroom
 - LESS student time spent reading textbooks and basal readers
 - LESS effort by teachers to thinly “cover” large amounts of material
 - LESS rote memorization of facts and details
 - LESS stress on competition and grades
 - LESS use of pull-out special programs
 - LESS use of and reliance on standardized tests
 - MORE experimental, inductive, hands-on learning

- MORE active learning
- MORE enacting and modeling the principles of democracy in school
- MORE choice for students
- MORE time devoted to reading full, original and books
- MORE deep study of a smaller number of topics
- MORE emphasis on higher order thinking skills when learning key concepts and principles of a subject
- MORE cooperative and collaborative activity
- MORE delivery of special help to students in general education classrooms
- MORE varied and cooperative roles for teachers, parents, administrators, and community members when teaching and evaluating student performance

Conclusion

Inclusive Education is one of the emerging issues in the present scenario which it improves and enhancing the students overall activity in the all level of education. Inclusion requires responding to the diversity of needs among all learners, through increasing participation in learning, cultures, Communities, and reducing exclusion from and within education. Equity requires securing all children’s rights to education and their rights within and through education to realize their potential and aspirations. So this paper mainly concentrated on the various Strategies, barriers to equity and inclusion and to improve the inclusive education in teaching learning transaction.

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