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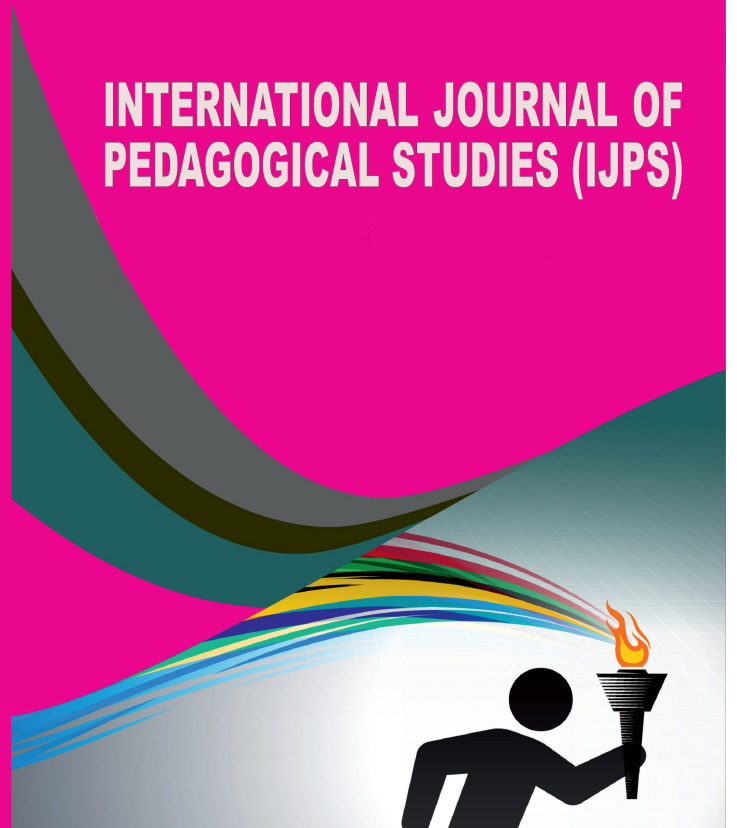
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INTERNATIONAL JOURNAL OF PEDAGOGICAL STUDIES (IJPS)



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**ADJUSTMENT BEHAVIOUR OF ADOLESCENT STUDENTS WITH
VISUAL IMPAIRMENT IN RELATION TO THEIR PERSONALITY
TRAITS IN TAMILNADU**

**Dr.C.Shankar, & ** Dr.S.Rajaguru*

Abstract

The study aimed to identify the adjustment behaviour of adolescent students with visual impairment in relation to their personality traits. A normative methodology and survey technique has been employed to a sample of 50 visually impaired students selected randomly in six schools from Namakkal, Salem, Erode, Thiruvannamalai, and Cuddalore districts of Tamilnadu. The descriptive analysis showed that the level of adjustment behaviour and its dimensions, and personality traits for the whole sample was average. The correlation analysis showed that adjustment behaviour had positive relationship with personality traits of adolescent students with visual impairment, whereas adjustment dimensions have least relationship with respect to personality traits. The stepwise multiple regression analysis showed that birth order was the predictor which influenced the adjustment behaviour of adolescent students with visual impairment.

Key Words: *Adolescent, Adjustment Behaviour, Personality Traits and Visual Impairment.*

INTRODUCTION

Normal Adjustment is a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes. With reference to school education, the types of adjustment vary with educational, emotional and social well being of the individual.

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Visual impairment is defined in terms of visual acuity, field of vision, and visual efficiency. Visual acuity or ability of the eye to see distant objects clearly at a distance of 200 ft. The children are partially sighted whose visual acuity does not exceed 20/70. Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as blind. The visual field of a person refers to the peripheral vision or what the person can see on the sides when the vision is focused on the center of the eyes. Visual efficiency refers to the extent to which a person can make the best and greatest use of the vision which is available to him or her. In other words, visual efficiency is a measure of how well available vision is used to perform the daily activities. Visual acuity and visual field are the measures of visual efficiency.

In the case of visual impairment students, adjustment related problem can be seen easily and more pronounced when they lack support from environment. It may be related to either self or with peer group or both. More adjustment problem leads to adjustment disorder. It occurs when a visual impairment student is unable to adjust or cope with a particular stressor, like a major life skills and life event. Common characteristics of adjustment disorder include symptoms of loneliness, mild depression, anxiety, and traumatic stress or a combination of these. There are certain stressors that are more common in visual impairment which affect the level of adjustment due to poor socio economic status, difficulties in learning daily living and basic skills, family conflict, parental separation, school problems or changing schools, less peer members and death or illness or trauma in the family.

Personality Traits in which "Personality" can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations. Traits are the mean to understand and predict behaviour of the individual. We often level the individuals in terms of traits e.g. he/she is sincere, honest, lazy, hard- working, rational, or logical and so on. Traits theory grew out of attempts individuals in such characteristics. It represents

a systematic effort to identify and measure common personality characteristics or traits which underline and determine individual behaviour. Trait is a mode of behaviour.

SIGNIFICANCE OF THE STUDY

Adjustment and personality traits are the two important psychological aspects influencing the personalities of individuals' especially adolescent students with visual impairment. The personality trait plays an eminent role in student life to know the social changes mode of every individual to adapt to various behaviours. The adolescents are experiencing various strong cognitive and physical changes, hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and management of emotions.

OBJECTIVES

- To study the level of adjustment behaviour and its dimensions and personality traits of adolescent students with visual impairment.
- To study the significant relationship if any between adjustment behaviour and its dimensions with respect to personality traits of adolescent students with visual impairment.
- To find out significant influence of independent variable (birth order) on the adjustment behaviour of students with visual impairment.

HYPOTHESES

- The level of adjustment behaviour and its dimensions, and personality traits of adolescent students with visual impairment is low.
- There is no significant relationship between adjustment behaviour and its dimensions, with respect to personality traits of adolescent students with visual impairment.
- There is no significant influence of independent variable (birth order) on the adjustment behaviour of students with visual impairment.

METHODOLOGY

In this study normative survey technique has been adopted. The population for the present study is adolescent students with visual impairment of six selected schools from Namakkal, Salem, Erode, Thiruvannamalai, and Cuddalore districts of Tamilnadu. The sample consisted of 50 students selected by using simple random sampling technique. The researchers have adopted and modified the Adjustment Behaviour Inventory constructed by Sinha and Singh (2001) and Sathiyagirirajan's (2010) Personality Traits Inventory in order to measure the adjustment behaviour as well as personality traits of the adolescent students with visual impairment. Statistical techniques namely mean, standard deviation, correlation analysis and linear stepwise regression have been applied to analyse the data.

DATA ANALYSIS AND INTERPRETATION

The descriptive analysis in table 1 showed the mean, and S.D, values of adjustment behaviour and its dimensions, and personality traits of adolescent students with visual impairment.

Table - 1
Mean, Standard Deviation and Level of the Entire Sample in relation to Adjustment Behaviour and its dimensions, and Personality Traits

Variable	N	Mean	S.D	Level
Emotional Adjustment	50	10.24	3.34	Average
Social Adjustment	50	10.30	2.22	Average
Educational Adjustment	50	9.14	2.54	Average
Adjustment Behaviour	50	29.68	4.17	Average
Personality Traits	50	120.62	12.35	Average

It is revealed from the table1 that the level of adjustment behaviour and its dimensions, and personality traits of adolescent students with visual impairment is average. Among the various dimensions of adjustment behaviour, the students with visual

impairment have more educational adjustment than emotional as well as social adjustment.

The correlation analysis in table 2 showed the relationship between the scores of adjustment behaviour and personality traits of adolescent students with visual impairment.

Table - 2
Correlation Analysis of Adjustment Behaviour and its dimensions, and Personality Traits

Variables	Variable	Pearson 'r' value	Table Value	Level of Significance
Emotional Adjustment Behaviour	Personality Traits	-0.224	0.466	NS
Social Adjustment Behaviour	Personality Traits	0.151	0.466	NS
Educational Adjustment Behaviour	Personality Traits	0.102	0.466	NS
Adjustment Behaviour	Personality Traits	0.591**	0.466	S

N=50, df=48, NS=Not Significant S= Significant

It is revealed from the table 2 that adjustment behaviour has positive significant relationship with personality traits of adolescent students with visual impairment for whole sample, whereas emotional adjustment behaviour has negative relationship with personality traits. The other dimensions like social and emotional adjustment have positive relationship with personality traits.

The multiple regression analysis in table 3 has been applied to find out the significant influence of independent variables on adjustment behaviour of adolescent Students with visual Impairment.

Table - 3
Influence of Independent Variable on Adjustment Behaviour

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	0.42	0.183	0.166	11.28

Predictor: (Constant), Birth Order

Dependent variable: Adjustment Behaviour

Table.3 showed the influence of independent variable on adjustment behaviour. The R square value is found to be 0.183. It is evident that only 18.3 % of the total variance in adjustment behaviour is attributed by the independent variable such as birth order of adolescent students with visual impairment.

Table - 4

ANOVA for Contribution of Birth Order on Adjustment Behaviour

Model	Sum of squares	Df	Mean square	F	Level of Significance
Regression	1370.748	1	1370.75	10.77	Significant at 0.01 level
Residual	6107.032	48	127.23		
Total	7477.780	49			

Predictor: (Constant), Birth Order

Dependent variable: Adjustment Behaviour

It is evident from the table.4 that, the F value is found to be 10.77, which is significant at 0.01 levels. It indicates that there is a significant contribution of birth order on dependent variable adjustment behaviour.

Table - 5

Relationship between Birth Order and Adjustment Behaviour

Model	Un standardized coefficients		Standardized coefficients	t- Value	Level of Significant
	B	Std.Error	Beta		
Constant	133.64	4.27		31.25	S
Birth Order	6.45	1.96	0.043	3.28	S

Predictor: (Constant), Birth Order

Dependent variable: Adjustment Behaviour

The table.5 showed that the variable birth order (t = 3.28, significant at 0.05 level) is significantly contributed to the dependent variable adjustment behaviour. Hence

it is stated that birth order had influenced the adjustment behaviour of adolescent students with visual impairment.

CONCLUSION

The present study revealed that the level of adjustment behaviour of adolescent students with visual impairment and its dimensions were average and the overall level of personality traits of adolescent students with visual impairment has also average. The adjustment behaviour has positive significant relationship with personality traits of adolescent students with visual impairment on the whole sample. The birth order of the adolescent students had significant influence on adjustment behaviour of adolescent students with visual impairment. Hence it is recommended that there must be a compulsorily need of guidance and counselling services to adolescent students with visual impairment to improve their overall adjustment behaviour. At present scenario due to globalization, universalisation and privatization, the world is highly competitive in nature. In order to cope up with high competitiveness and achievement, the students with visual impairment especially at their adolescent age at secondary and higher secondary stage faces uncountable problems. Teachers and parents must take more efforts to improve their adjustment behaviour and personality traits as enjoyed by the normal students. Hence it is suggested that guidance and counselling programmes for adolescent students with visual impairment is the need of the hour in the present scenario.

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**EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL
TEACHERS IN THANJAVUR DISTRICT**

**Dr. K.Suresh & **Dr. P.Srinivasan*

Abstract

The present investigation is aimed to find out the level of Emotional Intelligence of higher secondary school teachers of Thanjavur District, Tamilnadu by using normative survey method. In order to carry out the study 152 higher secondary school teachers were selected as sample. The dependent variable of the study is Emotional Intelligence and the moderator variables of the study are gender, locality, subject taught, management type, school type and years of experience. The investigators of the study have used Emotional Intelligence Scale. Descriptive and Inferential analysis were used to test hypotheses. Descriptive analysis showed that the Emotional Intelligence (EI) of higher secondary school teachers is high. Inferential analysis explored that significant differences existed in the level of Emotional Intelligence (EI) of higher secondary school teachers with regard to their subject taught, school type and year of experience and not significant with other moderator variables.

Key Words: *Emotional Intelligence and Higher Secondary School Teachers*

INTRODUCTION

Emotions are important in our lives. The emotions have the potential to serve an individual as a delicate and sophisticated internal guidance system. The Emotional outburst suffers others. In real classroom, the emotions of the teacher may be affecting the student's behaviour like mental health and academic achievement. Thus, the teacher must have emotional intelligence which directs the student's achievement in a positive way. For those purpose the teacher should know the way to supervise and organize in proper manner of their own emotions. The concept of emotional intelligence recently

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attracted a great amount of interest among the researchers because of its importance. Research studies conducted so far stated that EI affects the academic achievement of the students significantly not only during the year which is tangent but during the years to follow and also the teachers' emotions also directly affect the students. Since emotional intelligence is the ability to perceive emotions to access and generate emotions so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997), it is observed when a person demonstrate the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation (Goleman & Bhee, 2000).

Teachers must have high emotional intelligence and tolerance. Because, due to individual difference, the students are not in same status and some are engaged undesirable activities may be possible to jump high emotions of the teacher. According to Mayer and Salovey (1997), the teacher's emotions hardly injure the student's mental health and which leads a negative effect on achievement. The emotionally practiced teachers are excellent in supervising their emotions. The intelligence to manage emotions is an essential ability to tag the emotional outburst in the classroom. Teachers with high emotional intelligence influences students' behavior in a wide range of domains including schools, home, community and work places. Lack of emotional intelligence leads to emotional outburst among teachers and to behave in a violent manner. Srinivasan(2010) reported in the thesis the headmaster of Pachiappa's Higher Secondary School at Kanchipuram, Tamilnadu, has shaved the heads of many students who had grown more hair (The New Indian Express, Sep 2006). It may be happened due to the lack of control or management over his emotions. Increasing of work pressure, mental stress, pressure to improve academic achievement of students and working environment are some of the factors that influence the teacher's emotion in the modern academic arena. The emotional intelligence is essential to all the teachers for successful supervising of emotions and it is used to maintain good mental health and academic achievement of

the students. With this notion the researchers have conducted this study to identify the emotional intelligence of higher secondary school teachers in Thanjavur district of Tamilnadu.

OBJECTIVES

- To find out the level of emotional intelligence of the higher secondary school teachers.
- To find out the significant difference in the emotional intelligence of higher secondary school teachers with regard to their gender, locality of the school, subject taught, management type, school type, and years of experience.

HYPOTHESES

- The level of the emotional intelligence of higher secondary school teachers is high.
- There is no significant difference in emotional intelligence of higher secondary school teachers with regard to the moderator variables such as gender, locality of the school, subject taught, management type, school type, and years of experience.

METHODOLOGY

The investigators of the study have selected the normative survey method which is more suitable for collecting data at a time. The sample comprised of 152 higher secondary school teachers of Thanjavur District, Tamilnadu and they were selected by using simple random sampling technique. The emotional intelligence scale was used to measure the emotional intelligence level of higher secondary school teachers. It was constructed and standardized by Srinivasan and Murgesan (2013). The reliability values of emotional intelligence are 0.62 and 0.71 by using Split half method and Cronbach's alpha method respectively. The content validity and concurrent validity were found by the tool constructors. The concurrent validity was found with the Emotional Intelligence Scale is 0.86 with 0.01 level. Statistical analysis namely Descriptive Analysis (mean and Standard Deviation) and Inferential Analysis (t-test and F-test) have been used to test the hypotheses. Also, norms are used to know the exact performance of an individual or a group. The table 1 shows the norms of emotional intelligence scale.

ANALYSIS AND INTERPRETATION

Table – 1

Norms of Emotional Intelligence Scale

S.No	Range of Z-Scores	Level of Emotional Intelligence
01.	+2.01 and above	Extremely High
02.	+1.26 to +2.00	High
03.	+0.51 to +1.25	Above Average
04.	-0.50 to +0.50	Average
05.	-0.51 to -1.25	Below Average
06.	-1.26 to -2.00	Low
07.	-2.01 and below	Extremely Low

Table - 2

Descriptive Analysis of Level of Teachers' Emotional Intelligence

Main Variable	Mean	Maximum mean	Description
Emotional Intelligence	29.29	40	High

The Descriptive analysis showed that the level of emotional intelligence of higher secondary school teachers is high.

Table - 3

M, σ and t-values of Teachers' Emotional Intelligence based on their Gender and Locality of School

Moderator Variable		N	Mean	Standard Deviation	Standard Error	t-Value
Gender	Male	79	29.52	6.52	0.73	0.46 NS
	Female	73	29.04	6.09	0.71	
Locality of School	Rural	67	29.01	6.54	0.79	0.47 NS
	Urban	85	29.51	6.13	0.66	

NS= Not Significance at 0.05 Level

The above table showed that the calculated t values are lesser than the table value at 0.05 level of significance. Hence it is stated that there is no significant difference existed in the level of emotional intelligence among higher secondary school teachers with regard to the moderator variables such as gender and locality of the school.

Table - 4

Summary of ANOVA of Emotional Intelligence Scores

Moderator Variable	Groups	SS Value	df	MSS = SS/df	F-Value
Subject Taught	Between Groups	242.10	2	121.05	3.13 <i>S</i>
	Within Groups	5753.15	149	38.61	
	Total	5995.26	151		
Management Type	Between Groups	105.64	2	58.82	1.33 <i>NS</i>
	Within Groups	5889.62	149	39.52	
	Total	5995.26	151		
School Type	Between Groups	1016.82	2	508.41	15.21 <i>S</i>
	Within Groups	4978.43	149	33.41	
	Total	5995.26	151		
Years of experience	Between Groups	636.70	2	318.35	8.85 <i>S</i>
	Within Groups	5358.56	149	35.96	
	Total	5995.26	151		

S= Significance at 0.05 Level and NS= Not Significance at 0.05 Level

The above table showed that significant difference existed in the level of emotional intelligence among the higher secondary school teachers with respect to their subject handling, school type and their experience. But there is no significant difference existed among the groups based on the school management. The following post hoc analyses showed the differences among the groups.

Table - 5

Post Hoc t-tests for Emotional Intelligence of Higher Secondary School Teachers based on Moderator Variables

Moderator Variable		Mean Difference	Standard Error	t-Value
Subject Taught	Arts	2.15	1.31	1.63 NS
	Science			
	Science	1.38	1.18	1.17 NS
	Vocational			
	Arts	3.53	1.52	2.31 S
	Vocational			
School Type	Boys	7.59	1.38	5.49 S
	Girls			
	Girls	5.87	1.03	5.66 S
	Co-Education			
	Boys	1.71	1.26	1.35 NS
	Co-Education			
Years of Experience	0-5 years	1.29	1.28	1.37 NS
	6-10 years			
	6-10 years	3.49	1.67	2.17 S
	Above 10 years			
	0-5 years	4.38	1.75	3.29 NS
	Above 10 years			

S= Significance at 0.05 Level and NS= Not Significance at 0.05 Level

The post hoc analyses showed that there is no significant difference in Emotional Intelligence of higher secondary school teachers of arts and science subjects, and science and vocational subject teachers. But, it is significant between arts and vocational subject teachers.

Analysis based on the school type showed that there is no significant difference in Emotional Intelligence of higher secondary school teachers working in boys and

co-education schools. But, significant difference existed between teachers working in boys and girls schools, and girls and co-education schools.

Analysis based on teachers' teaching experience showed that there is no significant difference in Emotional Intelligence between teachers having 0-5 years and 6-10 years of experience. But, it is significant between teachers having 6-10 years and above 10 years, and 0-5 years and above 10 years of teaching experience.

FINDINGS AND DISCUSSION

- ✓ The level of Emotional Intelligence of higher secondary school teachers is high. It may be due to the self awareness of emotional control and out bursts. The awareness can be created by conducting awareness programmes and training to the teachers.
- ✓ There is no significant difference in emotional intelligence of higher secondary school teachers with regard to the moderator variables such as gender, locality of the school and management type. It showed that the gender, locality of the school and management type does not contribute to the emotional intelligence of the higher secondary school teachers.
- ✓ There is no significant difference in emotional intelligence of higher secondary school teachers of arts and science subjects, and science and vocational subject teachers. But, it is significant between arts and vocational subject teachers.
- ✓ There is no significant difference in emotional intelligence of higher secondary school teachers working in boys and co-education higher secondary schools. But, it is differed between teachers working in boys and girls, and girls and co-education schools.
- ✓ There is no significant difference in emotional intelligence between teachers having 0-5 years and 6-10 years experience. But, it is significant between 6-10 years and above 10 years, and 0-5 years and above 10 years experienced teachers.
- ✓ It is noted from the result that among the selected moderator variables gender, locality of the school and management type does not contribute to the differences in the emotional intelligence of the higher secondary school teachers. On the other hand,

teachers differed in their level of emotional intelligence based on their subject handling, school type and years of experience. Hence we can state that subject handling, school type and years of experience had contribute the difference in emotional intelligence among the higher secondary school teachers.

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**A STUDY ON THE LEVEL OF ACADEMIC STRESS AND ITS
INFLUENCE ON THE HEALTH STATUS AMONG TENTH
STANDARD STUDENTS IN THENI DISTRICT**

S.Krithika, **M.Kalaivani & Dr.K.R.Ramasamy**

Abstract

The present study was undertaken with the objective to probe into the level of academic stress and its influence on the health status among the tenth standard students studying in Theni district of Tamil Nadu. A Sample of 357 students was taken from six schools at secondary level. The study revealed the prevalence of academic stress among the tenth standard students. The intervening variables viz., medium of instruction, types of management and family income had influenced significantly the level of academic stress among the students, but the remaining selected variables had not shown any significant mean difference in the level of academic stress among the tenth standard students.

Key Words: *Academic Stress, Health Status and Tenth Standard Student*

INTRODUCTION

Students in their teens go through the transitional phase, which is intermediate between childhood and adulthood. During these teen years, a lot of biological, physical, mental and emotional changes take place resulting in a change in their anatomy and physiology and well as in their roles and responsibilities. The teenagers in order to overcome the changing scenario in all aspects, they often land up with problems and conflicts, and somehow try to deal with these changes. For some students those who are not capable of dealing with it, the changes will create stress and tension to them. If it is not dealt-with in the early stages, the student may experience mental problems.

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Stress is believed to be caused by the various problems that exist in an individual's life, such as problems at school, financial problems, family problems and problems in their surroundings. Adolescents also experience stress because they are sometimes trapped between making decisions as to be very conservative or trendy. Adolescents in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now, adolescents are in a state of dilemma as to follow what i.e., their parents' desires which was to prepare them to compete in the social system so that they were not left behind, or living in liberty, wherein the society, is scrambling towards modernization. If the adolescents have not managed well the different aspects of the situation, stress can ignite psychological disturbances among them when they have grown up. These disturbances will cause stress to the adolescents in the future, if they had not overcome now. According to Zulkifli (1988), adolescents always face problems in adjustments. Teenagers, especially those who are students always face learning problems, career management and also problems in solving personal and social matters. These are the factors that contribute to stress in life. Adolescent students life is a shift from a life that is dependent on others to an independent life that needs them to start carrying on with their own responsibilities.

NEED FOR THE STUDY

Students are the backbone of any educational process. Education is the process which acts as an instrument to bring out the innate potentialities in an individual. The destiny of a nation lies in its class room. The strength of our nation depends on the Individual student's ability i.e., well- educated, responsible and well-adjusted youth. Adolescence stage is the turning point for all individuals and it is stage of life prior to adulthood and it results in rapid changes in the physical, cognitive, social and emotional developments. This is the period of development where the academic Stress of students is found to be a considerable factor influencing both the academic achievement and health status. The overall academic stress consists of learning difficulties, attitude towards school, time management, exam stress, and peer group relations among the students

which indirectly plays a major role in physical health development. The investigators were interested in the area of assessing the level of academic stress and its influence on health status among tenth standard students in order to create an awareness to help young adolescents in coping with the academic stress and preparing them to face the challenges that lie ahead as they move into the adult world.

OBJECTIVES

- To find out the level of academic stress among the tenth standard students with respect to their
 - Gender
 - Location
 - Medium of instruction
 - Type of family
 - Type of school management
 - Family income
- To find out the level significant relationship between academic stress and health status among the tenth standard students.

HYPOTHESES

- There is no significant difference in the level of academic stress among tenth standard students with respect to their gender, location, medium of instruction, family type, type of school management and family income.
- There is no significant relationship between the academic stress and health status among tenth standard students.

METHODOLOGY

The researchers have chosen survey method to carry out the study. The variables of the study are academic stress and health status. The sample for the present study included 357 students selected randomly from six schools in Theni district. The researchers have constructed academic stress scale and health status scale for the

collection of data from the sample. Validity and reliability of the scales were established by the researchers and the reliability value for academic stress scale was found 7.82 and health status scale was 8.02. Statistical techniques such as descriptive (mean and standard deviation) and differential analysis (t and F test) were used to analyse the data.

DATA ANALYSIS AND INTERPRETATION

Table - 1

Mean Score Differences in the Level of Academic Stress between groups

Variables	Sub Groups	N	Mean	S.D	‘t’
Gender	Male	229	24.43	4.90	1.44 NS
	Female	128	25.14	5.31	
Locality	Rural	197	24.20	4.67	1.72 NS
	Urban	160	25.13	5.47	
Medium of Instruction	Tamil	183	23.69	4.91	3.62 S
	English	174	25.60	5.04	
Family Type	Nuclear	291	24.77	5.30	1.16 NS
	Joint	66	23.96	3.81	

NS = Not Significant , S= Significant at 0.05 Level, Table Value 1.96

Gender wise analysis in the table showed that the calculated t- value (1.44) is lesser than that of the table value at 5% significant level. Hence the boys and girls did not differ significantly in their level of academic stress.

Analysis based on location revealed that the calculated t- value (1.72) is lesser than that of the table value at 5% significant level. Hence the student’s academic stress did not differ significantly with respect to the location.

Analysis based on the medium of instruction showed that the calculated t- value (3.62) is greater than that of the table value at 5% level. Hence the English and Tamil medium students differed significantly in their level of academic stress.

Analysis based on family type showed that the calculated t- value (1.16) is lesser than that of the table value at 5% level. Hence the student’s academic stress did not differ significantly with respect to the family type.

From the table it is revealed that there is no significant mean difference in the level of academic stress between the groups in terms of the independent variables gender, locality and family type. Hence the hypothesis is accepted in the above case. There is a significant mean difference in the level of academic stress between the groups in terms of the medium of instruction. Hence the hypothesis is rejected in the above case.

Table - 2

Mean Score Differences in the Level of Academic Stress among the groups based on Type of Management and Family Income

Variables	Sources of Variation	Sum of squares	Degrees of freedom	Mean square	‘F’ value
Type of Management	Between	507.4	2	253.714	10.80 S
	Within	6626.12	265	23.502	
Family Income	Between	296.31	2	148.12	5.93 S
	Within	8835.11	354	24.96	

S= Significant at 0.05 level ,

It is inferred from the analysis based on type of management that calculated F-value (10.80) is greater than the table value at 5%level of significance. This showed that the type of management had contributed to the level of academic stress among the students. Analysis based on family income stated that calculated F-value (5.93) is greater than the table value at 5%level of significance. This showed that the family income had contributed to the level of academic stress among the students.

From the result it is stated that there is significant mean difference in level of academic stress among the groups in terms of the independent variables such as type of school management and family income. Hence the hypothesis is rejected in the above case.

Table - 3
Correlation Analysis between Academic Stress and Health Status

Variables		N	Mean	SD	r- value
Independent Variable	Academic stress	357	24.62	5.06	0.313
Dependent variable	Health Status	357	27.77	4.05	

It is inferred from the above table that there is a significant relationship existed between the academic stress and health status among the tenth standard students.

FINDINGS

- It is revealed from the result that there is no significant mean difference in the level of academic stress between the groups in terms of the demographic variables gender, locality and family type.
- There is a significant mean difference in the level of academic stress between the groups in terms of the medium of instruction.
- There is significant mean difference in level of academic stress among the groups in terms of the demographic variables such as type of school management and family income.
- There is a significant positive relationship existed between the academic stress and health status among the tenth standard students

RECOMMENDATIONS

- ❖ Teachers should recognize the prevalence of academic stress among the students.
- ❖ Parents and teachers should motivate the students in learning and help them to rectify their learning related problems.
- ❖ Students should be involved in the physical activities like yoga, meditation, exercise, sports activities and so on to relax their mind.

- ❖ The school curriculum should include stress coping activities to help children to overcome academic stress.
- ❖ Parents should analyse and recognize the capacities and interest of the students which will help them motivate and reduce the stress among the students.
- ❖ A positive attitude and a confident mind are to be created among the students to avoid the stress related aspects.

CONCLUSION

The results of the study had revealed that significant relationship existed between the academic stress and health status among the tenth standard students. Students who had high academic stress had high level of health problems. From the result it can be stated that gender, locality and family type did not influence the academic stress of the students, whereas medium of instruction, type of school management and family income had some influence on students' academic stress. Though there are many facilities and the rules provided by the government had also paved the way for reducing the academic stress among the tenth standard students, they had the feeling of academic stress. It can be eradicated by the teachers and parents by taking necessary remedial measures and fulfill the students' academic aspirations.

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**DOES EMOTIONAL INTELLIGENCE INFLUENCE TEACHING
COMPETENCY OF TEACHERS AT SECONDARY LEVEL?**

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Abstract

Emotional intelligence is the ability to identify and manage our own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. Teaching competencies include the acquisition and demonstration of the composite skills required for teaching like introducing a lesson, fluency in questioning, probing questions, explaining, pace of lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignment. The study aimed to examine the emotional intelligence influence on teaching competency of teachers at secondary level. The investigators adopted normative survey method to study the emotional intelligence influence on teaching competency. For this study a sample of 50 secondary school teachers from five Government and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. The findings reveal that that there is no significant influence of emotional intelligence influence on teaching competency.

Key Words: *Emotional Intelligence, Teaching Competency and Teachers at Secondary Level*

INTRODUCTION

The rapidly developing term emotional intelligence plays a vital role in educational achievements. Education should aim at the all round development of the learners which includes emotional stability. The learners must be trained to eradicate the Emotional imbalances that shall promote learning and creativity. Emotional intelligence

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incorporates the important aspects of interpersonal and intrapersonal relationships, adaptability, moods and stress management skills. Good teachers are competent in teaching. An understanding of the emotional intelligence of teachers and the relationship of emotional intelligence with teaching competency would be helpful in teacher education curriculum modification and imparting training to teachers to develop the skills related to emotional intelligence for their all round development and good living.

OBJECTIVES

- To find out level of emotional intelligence among teachers at secondary level.
- To find out the teaching competency among teachers at secondary level.
- To find out the influence of emotional intelligence on teaching competency of teachers at secondary level.

HYPOTHESES

- There will be a difference in the level of emotional Intelligence of teachers at secondary level.
- There will be a difference in the level of teaching competency of teachers at secondary level.
- There will be an influence of emotional intelligence on teaching competency of teachers at secondary level.

METHODOLOGY

The investigators adopted normative survey method to study the level of emotional intelligence and its influence on teaching competency of teachers at secondary level. For this study, samples of 50 secondary school teachers from five Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. Emotional Intelligence Scale (EIS) constructed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) and Teaching Competency Inventory by Agilandeswari (2015) were adopted

and used by the investigators as research tools for the study. Percentage analysis is used to identify the differences in the level of emotional intelligence and Regression analysis is used as the inferential statistical technique to find out the influence of emotional intelligence on teaching competency of teachers at secondary level.

DATA ANALYSIS AND INTERPRETATION

Hypothesis: 1

There will be a difference in the level of emotional Intelligence of teachers at secondary level.

Table - 1

Frequency and Percentage Difference in the Level of Emotional Intelligence of Teachers

Name of the factor	LOW			MODERATE			HIGH		
	Q1	F	%	Q2	F	%	Q3	F	%
Emotional Intelligence	118	13	26%	135	22	44%	140	15	30%

It is revealed from the table 1 that, totally 26% of the teachers at secondary level belong to low level of emotional intelligence, 44% of the teachers at secondary level had moderate level of emotional intelligence, and 30% of the teachers at secondary level belong to high level of emotional intelligence. So the majority of secondary level teachers belong to moderate level of emotional intelligence. Thus it is inferred that there is a difference in the level of emotional intelligence of teachers at secondary level.

Hypothesis: 2

There will be a difference in the level of teaching competency of teachers at secondary level.

Table - 2

Frequency and Percentage Difference in the Level of Teaching Competency of Teachers

Name of the Factor	LOW			MODERATE			HIGH		
	Q1	F	%	Q2	F	%	Q3	F	%
Teaching Competency	188	12	24%	202	24	48%	211	14	28%

It is revealed from the table 2 that, totally 24% of the teachers at secondary level belong to low level of teaching competency, 48% of the teachers at secondary level belong to moderate level of teaching competency, and 28% of the teachers at secondary level belong to high level of teaching competency. So the majority of secondary level teachers belong to moderate level of teaching competency. Thus it is inferred that there is a difference in the level of teaching competency of teachers at secondary level.

Hypothesis: 3

There will be an influence of emotional intelligence on teaching competency of teachers at secondary level.

Table - 3

Model Summary- Correlation between the observed and the predicted value

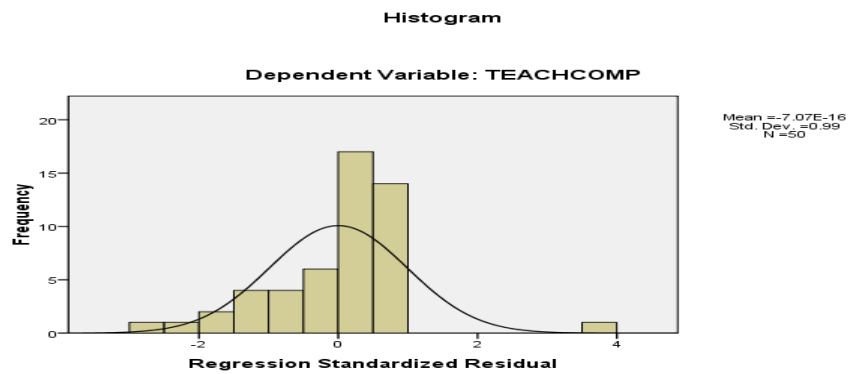
Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.015	.000	-.021	26.850

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Teaching Competency

From the above table, R indicates the correlation between the observed and the predicted value of the dependent variable teaching competency which is 0.015. R Square indicates the proportion of the variance in the dependent variable namely teaching

competency that is explained by the influence of the independent variable namely emotional intelligence which is zero.



The above histogram shows that the distribution is normal, which is a basic requirement for regression analysis.

Table - 4

ANOVA- Sum of squares and mean square values of Regression and Residual

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.631	1	7.631	.011	.918
	Residual	34603.889	48	720.914		
	Total	34611.520	49			

- a. Predictors: Emotional Intelligence
- b. Dependent Variable: Teaching Competency

In the above table, the sum of squares associated with the three variance regression, residuals and the total. The total variance is partitioned into regression (34603.889) and residuals (34611.520) which indicate the variance explained by the independent variable and the variance not explained by the independent variable.

The F value is statistically not significant at 0.05 level, it suggested that no linear relationship among the variables. Hence, the hypothesis 3 is rejected and it is concluded that there is no influence of emotional intelligence on teaching competency of teachers at secondary level.

FINDINGS AND DISCUSSION

The findings reveal that totally 26% of the teachers at secondary level had low level of emotional intelligence, 44% of the teachers had moderate level of emotional intelligence, and 30% of the teachers had high level of emotional intelligence. Also 24% of the teachers at secondary level belong to low level of teaching competency, 48% of the teachers belong to moderate level of teaching competency, and 28% of the teachers belong to high level of teaching competency. Also it is found that there is no influence of emotional intelligence on teaching competency of teachers at secondary level.

The findings showed that the emotional intelligence and teaching competency of the selected teachers were found to be moderate. Steps are to be taken to transmit the same to high level. Since teacher are considered as the main pillar of the teaching learning process they are responsible for the all round development of the child. They have to update their knowledge of the subject matter to be taught, adopt various teaching techniques and should be able to use effectively the available resources that assist them to improve their teaching competence. Teachers should be emotionally matured and intelligent that paves the way for their academic success. They should be able to make cordial relations with the students, fellow teachers, principal and the parents regularly. This will help them to introspect and evaluate themselves where they stand as a teacher. It is a sensitization to make them realize, what is desired of them.

CONCLUSION

Teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention.

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**INFLUENCE OF INSECURITY FEELING AND ACADEMIC
STRESS OF GIRLS IN ACADEMIC ACHIEVEMENT AT
SECONDARY LEVEL**

***Dr. D. Venkataraman & **S. Saradhamani**

Abstract

This study is aimed to identify the influence of insecurity feeling and academic stress of girls on their academic achievement. For the present study 345 female students studying in standard IX in Chennai were selected randomly. The researchers have constructed an academic stress questionnaire and adopted Insecurity Feeling questionnaire constructed by Barrica and Helper (2000). Data have been collected from the sample and the statistical techniques such as descriptive, differential and correlation analysis were used to test the hypotheses. The results revealed that significant difference existed between the groups based on their age, siblings, medium of study, type of family and nature of school, and also significant relationship existed among the variables insecurity feeling, academic stress and academic achievement. High level of insecurity feeling and academic stress of girls had a negative impact on their academic achievement.

Key Words: *Insecurity Feeling, Academic Stress and Academic Achievement*

INTRODUCTION

In our country the social condition and peoples' attitude towards girl children and girls' education is not favour. For the past few decades it is slowly changing due to awareness created through education among people. Now somehow both the gender treated equally and given equal opportunities in every aspect of the society such as education and employment. Girl children are more dependent and emotional than boys, especially at the adolescent age they are expecting secure surrounding. Because of hormonal changes at this age they tend to possess love and affection and have a problem of finding good and

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bad relationships. Also girls have various pressures such as social, economical, family problems and due to those reasons adolescent girls may tend to have negative feelings such as insecurity, inferiority and stress it driven them to lose their self confidence. Hence this research study is attempted to find influence of insecurity feeling and academic stress of girls in academic achievement at secondary level.

INSECURITY FEELING, ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT

Insecurity is a feeling of uncertainty, a lack of confidence or anxiety about self. Also it can also describe the state of being open to danger or threat. The insecure people hate about themselves. They never feel good enough or worthy of anything they have. State to hate looking at their personality and attitude also start to compare themselves to everyone for everything. Because of this character trait results to form low confidence and low self-esteem, often due to rejection or a humiliating experience. They feel socially inadequate, causing them to worry about what people think about them.

The academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. It happens while studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. Academic stress is especially hard on school students who are often living away from home for the first time. Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among the students. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon (Keinan & Perlberg, 1986).

Academic Achievement is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public;

setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

NEED AND SIGNIFICANCE OF THE STUDY

Home is the primary social structure where the parents, siblings, and relatives are the influencing factors in shaping human personality and character. The psychological behavior such as care, safety, security, affection, love, dependence, hate, anger etc., are developed at home. Hence unsupportive parenting plays a major role in developing the feelings of insecurity among adolescents. Parental under control or over control diminishes children's sense of security by either increasing feelings of lack of protection or feelings of actual physical or emotional danger in the presence of harsh punishment. School is another vital structure, to strengthen the psychological character of child. Where the teachers, peer group, school environment etc., are the significant influential factors to develop healthy psychological behavior and academic achievement. Insecurity is the mental state of fear to accept of adjusts with everything around them. During the adolescent age boys and girls are undergoing both physical and mental change, but the society and the family are given myth towards girls that they are in the insecurity environment and they should not free as like boys. Hence there is a forced need of transition in their mental and emotional behaviors, which leads girls to feel that they should avoid unwanted social behaviors and relationship also they force to believe it is the secure way. For the past few decades girls are allowed to come out from home to get acquire education and employment. For this social change they come across lot of struggles to so it's obvious that academic challenges and stresses are more for girls. For adolescent girls it's the deciding stage of their future. Only when they are good in

academic they are allowed to continuing their education, else mostly they are not giving further education. So these things make immerse pressure to girls in their academic carrier. By having these things in mind the researcher needed to conduct the study on how far insecurity feeling and academic stress influence the academic achievement of girls.

OBJECTIVES

- To identify the level of insecurity feeling, academic stress and academic achievement of secondary school girls.
- To study whether there is any significant difference in insecurity feeling of girl students based on their age, siblings, type of family, medium of instruction, nature of school and type of school management.
- To study whether there is any significant difference in academic stress of girl students based on the selected demographic variables.
- To study whether there is any significant difference in academic achievement of girl students based on the selected demographic variables.
- To find the relationship between insecurity feeling, academic stress and academic achievement of secondary school girls.

HYPOTHESES

- The level of insecurity feeling, academic stress and academic achievement of secondary school girls are high.
- There is no significant difference in insecurity feeling of girl students based on their age, siblings, type of family, medium of instruction, nature of school and type of school management.
- There is no significant difference in academic stress of girl students based on the selected demographic variables.
- There is no significant difference in academic achievement of girl students based on the selected demographic variables.

- There is a significant relationship between insecurity feeling, academic stress and academic achievement of secondary school girls.

METHODOLOGY

Among the different methods of study, normative survey method is used in this research. The variables of the study are insecurity feeling, academic stress and academic achievement of secondary school girls, and the demographic variables includes age, siblings, type of family, medium of instruction, nature of school and type of school management. For the present study 345 female students studying in standard IX in Chennai were selected randomly. The researchers have constructed an academic stress questionnaire (32 items) and adopted insecurity feeling questionnaire (55 items) constructed by Barrica and Helper (2000). Academic achievement is measured by using percentage mark secured by girls in their last performed exam conducted in school. Data have been collected from the sample and the statistical techniques such as descriptive, differential and correlation analysis were used to test the hypotheses.

DATA ANALYSIS AND INTERPRETATION

Table - 1

Level of Insecurity Feeling, Academic Stress and Academic Achievement

Research Variable	N	Mean	Standard Deviation	Mean Percentage
Insecurity Feeling	345	33.91	11.30	61.65
Academic Stress	345	17.86	7.39	55.80
Academic Achievement	345	58.27	15.39	58.27

The table 1 revealed that the mean and standard deviation of the insecurity feeling for the entire sample were 33.91 and 11.30 respectively. The mean and standard deviation of the academic stress for the entire sample were 17.86 and 7.39 respectively. The mean and standard deviation of the academic achievement for the entire sample were 58.27 and 15.39 respectively. From the mean percentage it is evident that girls have moderate level

of insecurity feeling and academic stress. Their level of academic achievement is just above average.

Table - 2
Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Girls' Age

Research Variable	Below 14 Years (N = 195)		14 Years & Above (N = 150)		t value
	Mean	SD	Mean	SD	
Insecurity Feeling	35.47	11.19	33.34	5.01	2.37*
Academic Stress	19.58	7.32	17.17	7.49	2.99**
Academic Achievement	59.16	14.04	62.07	13.06	1.99*

** Significant at 0.01 level

* Significant at 0.05 level

From the Table 2, the t- value calculated for insecurity feeling, academic stress and academic achievement with respect to age group found to be significantly differed. It stated that there is a significant difference existed between the groups. It is noted that girls with below 14 years of age showed more insecurity feeling and academic stress compared with other group, also their academic achievement is low.

Table - 3
Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Girls' Siblings

Research Variable	No Siblings (N = 190)		Having Siblings (N = 155)		t value
	Mean	SD	Mean	SD	
Insecurity Feeling	34.84	10.55	32.06	12.09	2.25*
Academic Stress	18.54	7.15	17.02	7.03	1.98*
Academic Achievement	57.36	10.16	61.02	18.19	2.24*

* Significant at 0.05 level

The table 3 showed that the t- value calculated for insecurity feeling, academic stress and academic achievement with respect to siblings found to be significantly

differed. It stated that there is a significant difference existed between the groups. Girls who are not having siblings had more insecurity feeling and academic stress compared with other group; also they achieved low academic achievement.

Table - 4

Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Type of Family

Research Variable	Nuclear Family (N = 230)		Joint Family (N = 115)		t value
	Mean	SD	Mean	SD	
Insecurity Feeling	35.12	10.92	31.48	11.7	2.78**
Academic Stress	19.75	7.38	18.06	7.46	1.99*
Academic Achievement	56.04	15.39	59.72	15.04	2.13*

** Significant at 0.01 level

* Significant at 0.05 level

From the Table 4, it is inferred that the t- value calculated for insecurity feeling, academic stress and academic achievement with respect to type of family found to be significantly differed. Hence it is stated that there is a significant difference existed between the groups. The mean values showed that girls from nuclear family had more insecurity feeling and academic stress compared with girls from joint family; also they had achieved low academic achievement.

Table - 5

Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Medium of Instruction

Research Variable	Tamil Medium (N = 175)		English Medium (N = 170)		t value
	Mean	SD	Mean	SD	
Insecurity Feeling	31.74	12.06	36.14	10.01	3.69**
Academic Stress	12.11	4.41	16.77	4.67	9.52**
Academic Achievement	59.55	16.12	54.97	14.64	2.76**

** Significant at 0.01 level

The table 5 revealed that the t- value calculated for insecurity feeling, academic stress and academic achievement with respect to medium of instruction found to be significantly differed. The girls who are studying through English medium showed more insecurity feeling and academic stress compared with other group, also they had low academic achievement.

Table - 6
Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Nature of School

Research Variable	Girls School (N = 141)		Co-Ed School (N = 204)		t value
	Mean	SD	Mean	SD	
Insecurity Feeling	35.48	12.5	31.59	10.08	3.07**
Academic Stress	18.9	7.59	17.28	7.01	2.01*
Academic Achievement	56.76	13.64	60.93	16.51	2.56*

** Significant at 0.01 level

* Significant at 0.05 level

From the Table 6, the t- value calculated for Insecurity Feeling, Academic Stress and Academic Achievement with respect to Nature of School found to be significantly differed. Girls who are studying in girls’ school show more insecurity feeling and academic stress, also they secured low academic achievement.

Table - 7
Mean Score Differences in Insecurity Feeling, Academic Stress and Academic Achievement with respect to Type of School Management

Research Variable	Govt School (N = 93) Group 1		Aided School (N = 150) Group 2		Private School (N = 102) Group 3		F	Groups Differed Significantly
	Mean	SD	Mean	SD	Mean	SD		
Insecurity Feeling	34.31	11.7	33.87	10.25	32.12	12.26	2.54	Nil
Academic Stress	18.87	7.53	18.43	7.28	16.42	7.29	3.21	(1,3)(2,3)
Academic Achievement	58.98	13.08	58.41	16.39	63.41	15.91	3.40	(1,3)(2,3)

From the table 7 it was found that the students did not differ in their insecurity feeling based on type of management. Academic stress, was high (18.87) for the girls who are Studying in government school and the same was low (16.42) for those whose are studying in private School. Further analysis of difference between types of school management tested through Tukey-HSD reveals that the Academic Stress of the girls who are studying in Private School differed significantly with other management school girls, whereas the private schools girls show low Academic Stress compared with other girls.

It also found that the academic achievement, was high (63.41) for the girls who are studying in private school and the same was low (58.41) for those whose are studying in aided school. Further analysis of difference between types of school management tested through Tukey-HSD reveals that the academic achievement of the girls who are studying in private school differed significantly with other management school girls, whereas the private school girls' shows high academic achievement compared with other girls.

Table - 8
Relationship between Insecurity Feeling, Academic Stress and Academic Achievement

Variables	Correlation Value (r)	Remark
Insecurity Feeling Vs Academic Achievement	- 0.53	Negative Correlation
Academic Stress Vs Academic Achievement	-0.49	Negative Correlation
Insecurity Feeling Vs Academic Stress	0.61	Positive Correlation

From the table 8 it was found that the insecurity feeling and academic stress were negatively correlated with academic achievement, and insecurity feeling and academic stress were positively correlated.

FINDINGS

- It is evident from the result that girls have moderate level of insecurity feeling and academic stress. Their level of academic achievement is just above average.
- Girls who are not having sibling shows high insecurity feeling and academic stress also their academic performance is low.
- Girl children from nuclear family possessed considerable insecurity feeling and academic stress which leads them to be a less academic performance.
- Girls studying through English medium show considerable insecurity feeling and academic stress and also this make a negative impact on their academic performance.
- Girls studying in girls' school display more insecurity feeling and academic stress than those of studying in coeducation schools; also they have less academic achievement.
- Girl students those who are studying in private schools shows fewer insecurity feeling and academic stress with good academic performance, compared with other management schools.

CONCLUSION

Form this study it is clear that the girls who are feeling the academic pressure because of insecurity feeling and stress lead them to be a less academic performers. Age plays a vital role of psychological maturity from the result it is evident that due to immaturity the lower age group students are more insecure and feels academically stressed than the aged group. Now in most of the families have only one kid, who do not have a chance to get sharing and caring from their own blood relation. May be such a kid feels like insecure and along with this, if the parents are working their kids gets lesser academic support from them. These things may lead them secure poor performance compared with those kids having siblings. The result also showed girls who are studying through English medium have high insecurity feeling and academic stress compared to Tamil medium students. Because learning through mother tongue is always better to

understand and express. Studying in coeducation school girl children are emotionally balanced and learn to respond properly to the opposite gender. So this help them to feel free and secured whereas the girls those who are studying in girls school are having insecure and academically stressed so this drive them to be a low performers in academic. The relationship analysis stated the insecurity feeling and academic stress had negative impact on academic achievement of students.

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**ATTITUDE TOWARDS ACTIVE LEARNING METHODOLOGY OF
UPPER PRIMARY SCHOOL TEACHERS AT SALEM DISTRICT**

**Dr. R.Vendhan*

Abstract

The investigator of the study has conducted a normative survey to identify the attitude of upper primary school teachers towards Active Learning Methodology (ALM). The sample of the study consisted of 163 upper primary school teachers in Salem district selected by using random sampling technique. The investigator has manipulated the attitude towards ALM as dependent variable, and gender, locality of the school, age and educational qualification as demographic variables that are considered as independent variable. The results revealed that significant differences existed in the Attitude towards ALM among the teachers based on their gender and age, whereas significant differences not existed between the groups based on the locality of the school and teachers' educational qualification.

Key Words: Active Learning Methodology, Attitude and Upper Primary School Teachers

INTRODUCTION

Education is a basic and transformational human right to all humans and it provides the cornerstone of freedom, democracy and sustainable human development achieved by enlarging people's choices and human capacities. Everyone has the right to get education is fundamental rights of Indian constitution. In our educational system, teachers and their teaching plays vital role in learning process. The importance of teachers cannot be denied by anyone and they are being considered as the second parent of the students. All sides of the teaching could be considered to effective learning. It is essential that the method of teaching is essential that plays a crucial role in learning. At present, they are so many innovative teaching methods available like Activity Based

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Learning, Active Learning Methodology etc. India has introduced a scheme SSA to achieve universalization of educational to all up to 14 years of age. In this scheme they adopted a new innovative teaching methodology ALM for upper primary class.

ACTIVITY LEARNING METHODOLOGY (ALM)

Research and anecdotal evidence overwhelmingly support the claim that students learn best when they engage with course material and actively participate in their learning. Yet the traditional teaching model has positioned students as passive receptors into which teachers deposit concepts and information, whereas Active Learning Methodology fulfills a long-felt need of re-orientation of the classroom process for Upper Primary Sections towards a child centric approach. The term "active learning" has been more understood intuitively than defined in commonly accepted terms. As a result many educators say that all learning is active. "Active Learning" is introduced by R.W Ravens that refers anything that students do in a classroom other than merely passively listening to an instructor's lecture. It is an instructional methodology used to make learning to the students in active manner. In active learning, students participate in the process and students participate when they are doing something besides passively listening. Research however, suggests that students must do more than just listen: They must read, write, discuss or be engaged in solving problems (Chickering and Gamson, 1997). Further, students must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning. It is an effective teaching method for making students active than other methods.

SIGNIFICANCE OF THE STUDY

In the classroom, control and power has rested with the teacher and the educational systems- the boards of education, examination etc., this has built an enormous passivity. The student has no choice over what he will study or how. Further,

the student receives validation only for academic prowess, disregarding any skill other than the academic. The aim of ALM is empowerment of the learner in such a way that he or she is confident and able to function in many contexts. In the upper primary school years such learning can be blended into the curriculum of any school easily. ALM means that learning is by nature an active Endeavour and the different people learn in different ways. It is a radical approach which is intensively followed in the school. With this notion, the investigator of the study has conducted a study to identify the attitude of upper primary school teachers towards Active Learning Methodology.

OBJECTIVES

- To find out the attitude of upper primary school teachers towards Active Learning Methodology.
- To find out the significant difference in the attitude of upper primary school teachers towards Active Learning Methodology with respect to their gender, locality of school, age and educational qualification.

HYPOTHESES

- The upper primary school teachers have favourable attitude towards Active Learning Methodology.
- There is no significant difference in the attitude of upper primary school teachers towards Active Learning Methodology with respect to their gender, locality of school, age and educational qualification.

METHODOLOGY

Methodology is the heart of any research. In this study the investigator has adopted normative survey method to collect data. The sample comprised of 163 upper Primary school teachers of Salem District, Tamilnadu and they were selected by using simple random sampling technique. The investigator has manipulated the attitude towards ALM as dependent variable, and gender, locality of the school, age and educational qualification as demographic variables that are considered as independent variable. The researcher has constructed and standardized an attitude scale on ALM and established the

validity by using face and content validity and the reliability of the tool was found 0.79 by using test and retest method. The statistical techniques namely descriptive and differential analyses have used to analyse the data.

DATA ANALYSIS AND INTERPRETATION

Table - 1
Mean, SD and t- values of Teachers' Attitude towards ALM
based on the Demographic Variables

Maximum Score: 100

Demographic Variables		N	Mean	Standard Deviation	t-value
Gender	Male	92	70.11	8.56	2.81 *
	Female	71	74.15	9.49	
Locality of the School	Rural	86	72.14	7.40	0.52 NS
	Urban	77	72.11	7.78	
Age	35 & Below	68	70.59	7.24	2.95 *
	Above 35	95	73.90	8.12	
Educational Qualification	School Education with D.T.Ed	74	72.03	8.56	0.51 NS
	College Education with B.Ed	89	72.25	9.49	
Overall		163	72.13	8.78	

* Significance @ 0.05 level, Critical Value of 1.97 with degrees of freedom 161

NS = Not Significant @ 0.05 level.

The above table indicated the level of attitude of upper Primary school teachers towards Active Learning Methodology based on their demographic variables. The overall mean value 72.13 showed that upper primary school teachers have favourable attitude towards Active Learning Methodology.

The differential analysis stated that there is a significant difference occurred between male and female teachers in their level of attitude towards ALM. Similarly significant difference occurred among the teachers based on their age. Female teachers

and teachers with above 35 years of age group had more favourable attitude towards ALM than their counterparts. On the other hand significant difference not existed among the teachers based on the Locality of the School where they are working and educational qualification.

FINDINGS AND CONCLUSION

- ✓ The upper primary school teachers have favourable attitude towards Active Learning Methodology.
- ✓ There is a significance difference existed in the attitude towards ALM with respect to the teachers' gender.
- ✓ There is a significance difference existed in the attitude towards ALM with respect to the teachers' age.
- ✓ There is no significance difference existed in the attitude of teachers towards ALM with respect to locality of school, and educational qualification.

Based on the result it is concluded that teachers have favourable attitude towards ALM. Demographic variables namely gender and age groups of teachers contribute to the level of attitude towards ALM, whereas locality of school, and educational qualification did not contribute to the differences in the attitude towards ALM among the teachers.

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**EFFECTIVENESS OF SMART CLASSROOM IN IMPROVING
THE ACHIEVEMENT OF NINTH STANDARD
STUDENTS IN SCIENCE**

***Dr.T.Thilagavathy & **S.Bala Ayyappan**

Abstract

The aim of this experimental study is to find out the effectiveness of smart classroom in improving the achievement of ninth standard students in Science. Students those who were studying in Ninth Standard under the state board syllabus in English medium were selected for the study. There are two experimental groups and one control group. Each group contains 35 students. For conducting the experiment, the investigator adopted pre-test and post-test design. The investigator had constructed and standardized an achievement test, which was used for data collection. The investigator prepared 60 objective type questions initially and conducted a pilot study with the sample of hundred students. In order to standardise, the responses were subjected to item analysis. Items with difficulty level ranging from 30% to 70% and discrimination index ranging from 0.3 to 0.7 were selected. The total number of selected items in the final test was thirty and the time allowed was fixed as sixty minutes. For the purpose of analysis of data, descriptive statistics and t-test were used. The result of the study revealed that smart classroom improves the achievement of ninth standard students in science.

Key Words: *Smart Classroom, Science Achievement and Ninth Standard Students*

INTRODUCTION

Education elevates one's mind and intellect through a planned process of learning to a higher level of knowledge and better state of efficiency. It is always aimed at perfection and excellence. In such a pursuit, it has to pass through various improvisations and innovations. The concept education through computer is an important milestone among them. It is the latest innovation in the educational technology holding the greatest promise for the needs of the modern society. It aims at shaping the individual to imbibe self - confidence and self-reliance in learning. Teaching through Smart Classroom has its

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own merits when compared with the traditional methods of teaching. A Smart Classroom is equipped with Multimedia components like Networked Computer, complete with Monitor, Keyboard, Mouse, Ceiling mounted Projector, Screen, DVD players, Remote control, Microphone and Speakers. These are designed to enhance instruction and learning. User need to be confident that technology will work in the classroom without assistance and that, once in the classroom, setup time will take just a few minutes. The investigator aimed to study the Effectiveness of Smart Classroom in improving the achievement of ninth standard students in Science.

Related studies conducted on technology in teaching science showed that technology assists to improve the achievement of students. Basu and Barton (2007) mentioned that the science curriculum is a key factor in developing and sustaining students' interest in science and students may become disengaged from school science if their funds of knowledge are not incorporated into the science curriculum. Hirata and Hirata (2008) revealed that the teaching through smart class room and blended learning was more effective. Adas and Abu Shmais (2011) conducted a study on Palastinian university students to find out their perception towards blended learning environment. The results show that the majority of learners expressed their positive attitude towards blended learning. In a study by Tanveer (2011) with Omani students to explore the students' attitude towards integrating e-learning in classroom, he found that majority of students preferred blended learning and thought that teachers who use e-learning in the classroom were better teachers. Jena (2013) has investigated the effect of smart classroom learning environment on academic achievement of rural high achievers and low achievers in science. This experimental study was conducted in Jalandhar district of Punjab. The result of the study revealed that smart class learning environment is better to teach both low achievers and high achievers than traditional class.

OBJECTIVES

- To compare the effectiveness of teaching through smart classroom over the conventional methods of teaching.

- To compare the effectiveness of teaching through smart classroom without teacher support over with teacher support.

HYPOTHESES

- There is no significant difference between the achievement of control group and experimental group without teacher support.
- There is no significant difference between the achievement of control group and experimental group with teacher support.
- There is no significant difference between the achievement of experimental group without teacher support and experimental group with teacher support.

METHODOLOGY

This study is an experimental one and conducted in Madurai District of Tamil Nadu. The investigator had taken seventy students by cluster sampling technique from Sourashtra higher secondary school where the smart classroom facility was available. They were divided into two groups. These were treated as experimental groups. Each group consisted of 35 students. The investigator had selected a group of 35 students from Setupati Higher Secondary School by random sampling technique where the conventional method of teaching was adopted. This was treated as Control group. The achievement test was conducted only once for the control group. Teaching through Smart Classroom without teacher's support is considered as Experimental Group I. Teaching through Smart Classroom with teacher's support is considered as Experimental Group II. Both groups were using Smart Classroom. The achievement test was conducted to both the experimental groups before and after the treatment. The total size of the sample was 105.

In order to conduct an achievement test, the investigator prepared 60 objective type questions initially under six categories from 9th standard Science Curriculum of State Board of Tamil Nadu. A pilot study was conducted to a sample of 100 students. In order to standardise the test, the responses were subjected to item analysis. Items with difficulty level ranging from 30% to 70% and discrimination index ranging from 0.3 to

0.7 were selected. The total number of selected items in the final test was thirty and the time allowed was fixed as sixty minutes. The test was conducted among the students and for the purpose of analysis of data, descriptive statistics and t-test were used.

DATA ANALYSIS AND INTERPRETATION

Table - 1

Distribution Of Gain Scores In Science Of Control Group And Experimental Groups

Measures	Control Group	Experimental Group I	Experimental Group II
	Conventional method of Teaching	Teaching through Smart Classroom without Teacher support	Teaching through Smart Classroom with Teacher support
N	35	35	35
Mean	21.65	22.22	23.34
SEM	0.36	0.39	0.28
Median	22	23	24
Mode	22	24	23
SD	2.14	2.31	1.69
Variation	4.58	5.34	2.87
Skewness	-0.93	-1.12	-0.88
Kurtosis	0.21	1.65	0.80
Minimum	17	15	19
Maximum	25	25	26

It is revealed from the table that the mean value of control group was found to be 21.65, standard error is found to be 0.36 and the standard deviation is 2.14.

Gain Score in Science of Experimental Group with Teacher Support

The gain score in Science of group with teacher support was found to form a normal distribution with a mean of 23.34, standard error is found to be 0.28 and the standard deviation is 1.69. The confidence of the mean gain score at 0.05 level lies within

the limits of 19 to 26. The median and mode are found to be 24 and 23. The coefficients of skewness and kurtosis are found to be -0.881 and 0.801 respectively. The distribution is negatively skewed and leptokurtic. It is concluded therefore the gain scores are slightly amassed at the right end of a leptokurtic curve.

Gain Score in Science of Experimental Group without Teacher Support

The gain score in Science of group without teacher support are found to form a normal distribution with a mean of 22.22 whose standard error is found to be 0.39 and the standard deviation is 2.31. The confidence of the mean gain score at 0.05 level lies within the limits of 19 to 26. The median and mode are found to be 24 and 23. The coefficients of skewness and kurtosis are found to be -1.123 and 1.65 respectively. The distribution is negatively skewed and leptokurtic. It is concluded therefore the gain scores are slightly amassed at the right end of a leptokurtic curve.

Table - 2

t -Test For The Gain Scores Of Control Group And Experimental Group Without Teacher’s Support

Group	N	Mean	SD	t-value	
				Calculated Value	Table Value
Control group	35	21.65	2.141	1.02 NS	2.00
Experimental group without teacher’s support	35	22.20	2.311		

NS-Not Significantat 0.05level

In the above table, the calculated value of t (1.02) is lesser than the table value (2.00) for df 68, at 0.05 level of significance. It showed that there is no significant difference in the gain scores between the control group and experimental group without

teacher's support. Hence the null hypothesis 1 is accepted. The mean scores showed that the mean value of experimental group without teacher's support is greater than that of control group.

Table - 3
t-Test For The Gain Scores Of Control Group And Experimental Group
With Teacher's Support

Group	N	Mean	SD	t-value	
				Calculated Value	Table Value
Control group	35	21.65	2.141	3.65 S	2.00
Experimental group with teacher's support	35	23.34	1.696		

S-Significant at 0.05 level

In the above table, the calculated value of t (3.65) is greater than the table value (2.00) for df 68, at 0.05 level of significance. It showed that there is a significant difference in the scores between the control group and experimental group with teacher's support. Hence the null hypothesis is rejected. The mean scores showed that the mean value of experimental group with teacher support is greater than that of control group.

Table - 4
t-Test For The Gain Scores Of Experimental Groups With Teacher's Support And Without Teacher's Support

Group	N	Mean	SD	t-value	
				Calculated Value	Table Value
Experimental group with teacher's support	35	23.34	1.696	2.36 S	2.00
Experimental group without teacher's support	35	22.20	2.311		

S-Significant at 0.05 level

In the above table, the calculated value of t (2.36) is greater than the table value (2.00) for df 68, at 0.05 level of significance. It shows that there is a significant difference in the gain scores between the experimental group with teacher's support and experimental group without teacher's support. Hence the null hypothesis is rejected. The mean scores shows that the mean value of experimental group with teacher support is greater than that of experimental group without teacher's support.

FINDINGS AND CONCLUSION

The results were analysed based on the achievement mark scored by each group. It is found that teaching through smart classroom with the support of the teacher is very much helpful to improve the achievement of ninth standard students in Science. It is stated from the result that the teaching through smart classroom is effective than the conventional method of teaching. The group taught through smart classroom with the support of the teacher secured more score than the group taught through smart classroom without the support of the teacher. Hence it is concluded that teaching through smart classroom enhanced the achievement in Science among ninth standard students. Though the students are taught through smart classroom, the support of teacher is very essential.

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RISK - TAKING BEHAVIOUR AND ACHIEVEMENT IN MATHEMATICS

***B.Suresh & ** Dr.M.Muthamizhselvan**

Abstract

The present study was conducted on risk-taking behaviour of adolescent students in relation to achievement, considering the assumption that achievement can help students take risks that lead to growth. 300 students studying in high school of Karur district constituted the sample for the study. Mean, S.D, t-test, coefficient of correlation were used to analyze the data. The study revealed that both level of risk-taking behavior and level of achievement of the students in mathematics. The results of the study reveal that in gender there exists significance difference. The result also shows that the achievement and risk – taking behavior of high school students was moderate in nature.

Key Words: Risk – Taking Behaviour and Achievement in Mathematics.

INTRODUCTION

Adolescence is the most important period of human life. Poets have described it as the spring in the life of human being and an important area in the total life span. The word ‘adolescence’ denotes to grow to maturity. A number of definitions have been given by psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period. The period runs between childhood and adulthood and is sometimes called the period of teenage.

Healthy risk-taking is a positive tool in an adolescent’s life for discovering, developing, and consolidating his or her identity. Adolescent risk-taking only becomes negative when the risks are dangerous. Healthy risks – often understood as challenges – can turn unhealthy risks in a more positive direction, or prevent them from ever taking

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place to begin with. High-risk behaviors are those that can have adverse effects on the overall development and well-being of youth, or that might prevent them from future successes and development. This includes behaviors that cause immediate physical injury (e.g., fighting), as well as behaviors with cumulative negative effects (e.g., substance use). Risk behaviors also can affect youth by disrupting their normal development or prevent them from participating in typical experiences for their age group. Because high-risk behaviors can significantly impact the lives of youth and those around them, it is essential that parents, educators and other concerned adults become aware of the prevalence of these behaviors, the factors that increase their likelihood, and what can be done to abate or prevent those risks.

Students are the future pillars of the world. They are expected to perform multidimensional roles. They should possess the qualities needed for the effective performance of the roles. Education should spell out the kinds of desirable changes needed by the society and now these changes are to be brought among the students. For this education should try to study and understand various problems of the society in specific areas from time to time and should become the integral part of social development. In order to achieve the goal the students have to meet many challenges in their life. For meeting the challenges, the adolescents will have joint hands with each other. To face social problems students should have risk-taking behaviour. Having these things in mind the investigator conducted this study to identify the risk-taking behaviour of students at standard IX and its impact on their academic achievement in Mathematics.

OBJECTIVES

- To identify the level of risk taking behaviour of students at standard IX.
- To identify the level of achievement in Mathematics of students at standard IX.
- To find out the significant difference in risk taking behaviour of students with respect to their gender.

- To find out the significant difference in achievement in Mathematics of students with respect to their gender.
- To find out the relationship between risktaking behaviour and achievement in Mathematics of students at standard IX.

HYPOTHESES

- The level of risk taking behaviour of students at standard IX is high.
- The level of achievement in Mathematics of students at standard IX is high.
- There is no significant difference between male and female students in their risk-taking behaviour.
- There is no significant difference between male and female students in their achievement in Mathematics.
- There is no significant relationship between risk taking behaviour and achievement in Mathematics of students at standard IX.

METHODOLOGY

The investigators have adopted survey method to study the relationship between risktaking behaviour and achievement in Mathematics of IX standard students. The sample of the present study consisted of 300 high school students of Karur district selected by using stratified random sampling techniques. The researchers have adopted and modified the risk-taking behaviour inventory constructed by Anbalagan and Annaraja. The tool has 30 items with three point scale. The reliability of the tool was found to be 0.83 by using test retest method. The researchers have constructed an achievement test in Mathematics that consisted of 25 objective type questions. Statistical techniques used in this study were percentage analysis, t-test and product moment correlation.

DATA ANALYSIS AND INTERPRETATION

Table - 1

Level of Risk Taking Behaviour of Standard IX Students

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Risk Taking Behaviour	50	16.67	179	59.67	71	23.67

Table 1 showed that 16.67% of standard IX students have low level of risk taking behaviour, 59.67% have average and 23.67% have high level of risk-taking behaviour.

Table - 2

Level of Achievement in Mathematics of Standard IX Students

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Achievement in Mathematics	59	19.67	177	59.00	64	21.33

It is inferred from the above table that 19.67% of standard IX students have low level of achievement, 59.00% have average and 21.33% have high level of achievement in Mathematics.

Table - 3

Difference between Male and Female Students in their Risk Taking Behaviour

Gender	Count	Mean	S.D	Calculated 't' value
Male	151	67.14	4.92	4.82 S
Female	149	64.58	4.24	

S = Significant at 0.05 level.

It is inferred from the above table that there is significant difference between male and female students in their risktaking behaviour. While comparing the mean scores of the two groups the male students (67.14) are better than the female students (64.58) in their risktaking behaviour.

Table - 4

Difference between Male and Female Students in their Achievement in Mathematics

Gender	Count	Mean	S.D	Calculated 't' value
Male	151	58.91	15.75	2.17 S
Female	149	62.90	16.07	

It is inferred from the above table that there is significant difference between male and female standard IX students in their achievement in Mathematics. While comparing the mean scores of the two groups the female students (62.90) are better than the male students (58.91) in their achievement in Mathematics.

Table - 5

Relationship between Risk Taking Behaviour and Achievement in Mathematics

Variable	Count	'γ' value	5% level
Risk – taking behaviour and Achievement in Mathematics	300	0.46	0.18 S

It is inferred from the above table that there is significant relationship existed between risk taking behaviour and achievement in Mathematics of standard IX students.

FINDINGS AND CONCLUSION

It is inferred from the result that 16.67% of students have low, 59.67% have average and 23.67% have high level of risk - taking behaviour. Analysis based on

academic achievement Mathematics showed that 19.67% of students have low, 59.00% have average and 21.33% have high level of achievement.

There is significant difference between male and female students in their risk-taking behaviour. While comparing the mean scores of the two groups the male students had better than the female students in their risk-taking behaviour.

There is significant difference between male and female students in their achievement in Mathematics. While comparing the mean scores of the two groups the female students secured (62.90) higher marks than male students (58.91) in their achievement in Mathematics.

The correlation analysis stated that there is significant relationship existed between risk taking behaviour and achievement in Mathematics of standard IX students. Based on the result it is concluded that the risk- taking behaviour of the students related to their academic aspects had positive relationship with their achievement. Hence teachers and parents should motivate the students take academic risk taking behaviour of students. Due to their immaturity if they have negative behaviour in academic habits, that should be noticed, and immediately remedial measures must be taken to prevent the unhealthy behaviour. Whenever necessary, by amending these implications the students can grow in to healthy competitions and responsibilities in their academic characteristics.

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**JOB INVOLVEMENT OF PRIMARY SCHOOL TEACHERS OF
THANJAVUR DISTRICT**

**Dr. T.Kavitha*

Abstract

The study aimed to identify the level of job involvement of primary school teachers with respect to the demographic variables. The sample comprised of 100 primary school teachers of Thanjavur district selected by using simple random sampling technique. The independent and dependent variable of the study are demographic variables and job involvement respectively. Data were collected through survey technique. Mean, t-test and ANOVA were computed for testing hypotheses. The results indicated that the level of teachers' job involvement is satisfactory. Significant difference existed in job involvement of primary school teachers with respect to their gender, whereas significant differences not existed in job involvement with respect to the teachers' age, locality and educational qualification.

Key Words : *Job Involvement and Primary School Teachers*

INTRODUCTION

National building is mostly depends on education. Education is a mainstay of any developmental process. In education, teaching acts as vital role in teaching and learning process. Teaching is for teacher and learning is for learners. Teachers occupy a prominent place in any society and in any educational system. Teachers have always been enjoying a special status and position in the Indian society and in the field of education. Teaching is noble and sacrificing profession with compare to others too. Because of that one's ignite education to other which helps their generation. Many researchers have examined the skills and aptitudes required to succeed in certain kinds of jobs. Jobs that can be accomplished individually or by working with others in fixed set or structured ways do not require a great deal of involvement. Notwithstanding this, the every individual can make in their job produces satisfaction and become a sacrifice. The job accompany by the

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teacher for social reforming through learners. The teacher is a gateway and like an ignition to develop nation and reforming the society.

JOB INVOLVEMENT

People prefer to work for different reasons. Some works just like to earn money, some work to utilize their talents, and some other works to get satisfaction, recognition, and for social justice etc., Job involvement is considered as the psychological identification with job or commitment to his/her job (Konugo,1982). Paulley (1994) stated that job involvement is the degree to which one is cognitively pre-occupied with, engaged in and concerned with one's present job. Job involvement is defined as the degree to which a person psychologically identifies with. Job involvement is related with the work motivation that a person has with a job (Bashaw & Grant, 1994). It is an intensity of a person's psychological identification with the job usually, the higher one's identification or involvement with the job, the greater the job satisfaction. Job involvement is related to several personal and organizational variables. It is mostly described by the engagement and adaptation of individuals in the job with interest.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers form an important component of the overall education system and the success and failure of a system to a great extent depends on the quality of the teacher. As far as school teachers are concerned, they play a significant role in the personality and career development of their students. Teachers are considered to be one of the pillars of the society and the edifice of any education system. The teacher gives training to the immature mind of the youth. Teacher treats and moulds the immature minds into various forms. Teacher quality can affect the quality of school and education. Involvement of the teacher in the school activities affects the overall performance of the school and the students. Thus Job involvement is an essential factor for teaching effectiveness and also school improvement. Level of involvement is very essential for the achievement of educational goals. If the teacher is highly job involved, he

will actively involved in the academic activities of the school. Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization. A teacher success in the educational process depends upon job involvement. A teacher who has job involvement will not show insincerity in his task. Thus job involvement plays a very important part in molding behaviour in any organization. Based on the importance of job involvement the present study is aimed to identify the job involvement of primary school teachers of Thanjavur district.

OBJECTIVES

- To find out the level of job involvement among primary school teachers.
- To find out the significant difference in job involvement of primary school teachers with respect to their moderator variables such as
 - Gender - Male/ Female
 - Age - Below 30 / 31 – 40 / Above 40
 - Locality - Rural / Urban / Semi Urban
 - Educational qualification - D.T.Ed / UG with D.T.Ed / D.T.Ed, with B.Ed

HYPOTHESES

- The level of job involvement of primary school teachers is satisfactory.
- There is no significant difference in job involvement of primary school teachers with respect to their moderator variables such as gender, age, locality and educational qualification.

METHODOLOGY

The investigator of the study has used survey technique for collecting evidence to test hypotheses. The simple random sampling technique has used to select sample of 100 primary school teachers of Thanjavur District, Tamilnadu. The job involvement scale of Lodahl and Kejaer (1995) was re-standardized by the investigator. The face and content validity were found. The reliability value of the tool is 0.72 by using test-retest method. The moderator variables of the study are age, gender, locality, and educational

qualification. The dependent variable of the study is Job Involvement. Since statistical techniques offer the researchers to test hypotheses with some useful and relevant formulas, the investigator has used Mean, t-test and ANOVA.

DATA ANALYSIS AND INTERPRETATION

Table - 1

Descriptive Analysis of Job Involvement of School Teachers

Maximum Score: 180

Variable	N	Mean	S.D	Skewness	Kurtosis	Range
Job involvement of teachers	100	111.73	7.99	-0.078	-0.771	34

The table 1 showed the descriptive analysis of job involvement of school teachers. The mean value 111.73 stated that teachers’ job involvement is satisfactory.

Table - 2

Teacher’s Job Involvement with respect to Gender

Demographic Variable	N	Mean	S.D.	‘t’ Value	Significance @ 0.05 Level
Male	47	108.85	8.33	3.28	Significant
Female	53	113.94	7.07		

The table 2 indicated that the calculated ‘t’ value 3.28 is greater than the table value (1.96) at 0.05 level of significance. Hence it is stated that there is a significant difference existed between male and female teachers in their level of job involvement. The mean values showed that female teachers had higher involvement than male teachers.

Table - 3

ANOVA for Teacher's Job Involvement with Respect to the Moderator Variables

Moderator Variable	Sum of squares		df	Mean square	'F' Value
	Between Groups	Within Groups			
Age	Between Groups	183.43	3	61.14	0.95 NS
	Within Groups	6142.27	96	63.98	
	Total	6325.71	99		
Locality	Between Groups	39.82	2	19.91	0.30 NS
	Within Groups	6285.88	97	64.80	
	Total	6325.71	99		
Educational Qualification	Between Groups	190.17	3	63392	0.99 NS
	Within Groups	6135.53	96	63.912	
	Total	6325.710	222		

NS = Not Significant @ 0.05 Level

The above table indicated that there is no significant differences existed in the level of job involvement with respect to the teachers' age, locality and educational qualification.

FINDINGS

- The mean of job involvement of Primary school teachers is 111.73. It is lies in satisfactory group and hence the research hypothesis is accepted. Thus, the job involvement of the primary school teachers is satisfactory.
- There is a significant difference existed in job involvement of primary school teachers with respect to their gender.
- There is no significant difference in job involvement primary school teachers with respect to their moderator variables such as age, locality and educational qualification.

CONCLUSION

From the findings it is concluded that the job involvement of primary school teachers is satisfactory. Though there is a difference existed among the groups, the level of involvement can be improved by teachers, management authorities and higher officials by taking necessary steps and fulfills the needs of the teachers. Because, job involvement of the teacher is an important factor for classroom effectiveness and also school improvement. If the teacher has high level of job involvement, he will be able to translate his knowledge and skill to the students in the classroom effectively.

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FLIPPING: A STRATEGY FOR EFFICIENT LEARNING IN TODAY'S CLASSROOM***H.Gayathri & **Dr. K. Vijayarani****Abstract**

In the last strides of the 20th century, both school education and society have witnessed bizarre hi-tech advancements. To cope up with the phenomenal change of knowledge, a change in the present system of education, in terms of pedagogy and learning is needed as yesterday's education system will not meet today's needs and even less, the needs for tomorrow. Effective teaching in any subject depends largely upon the learning outcomes of teaching. Students need unique experiences in the presentation of the content. In the new technology era, the role of classroom teaching is directed toward technology linked instruction. The flipped classroom has become one of the most emphasized and innovative teaching strategies in recent years. One such technology driven pedagogical model is Flipped Classroom strategies and found effecting quality learning among students. Teaching by Flipped Classroom Strategies provides unique experience to students as it accommodates with the various learning styles of the students. Videos and sound effects help to assess interest in learning and students able to remember the facts in a better manner in comparison with traditional learning.

Key Words: *Flipping and Flipped Classroom*

INTRODUCTION

In order to address needs of different learners with different learning styles, the most suitable and relevant instruction in this direction is an Innovative pedagogical model known as Flipped Class room Strategies. Recently, the concept of education has greatly changed from teacher - centered instruction to diverse learner - centered learning modes.

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With such a change, teachers play the roles of not only knowledge transmitters, but also learning promoters who encourage students to construct knowledge actively. It out throws the direct teaching in traditional courses and concentrates on leading students to apply knowledge and to achieve higher level cognitive objectives of learning. As this pedagogical model facilitates learning through various multisensory techniques, Students can nurture the caliber to analyze, describe and critically review the ideas, events, situation or concepts. Flipped learning assets the students with the competencies required for the 21st century skills and become effective in quality enhancement of today's learning environment.

MEANING OF FLIPPING

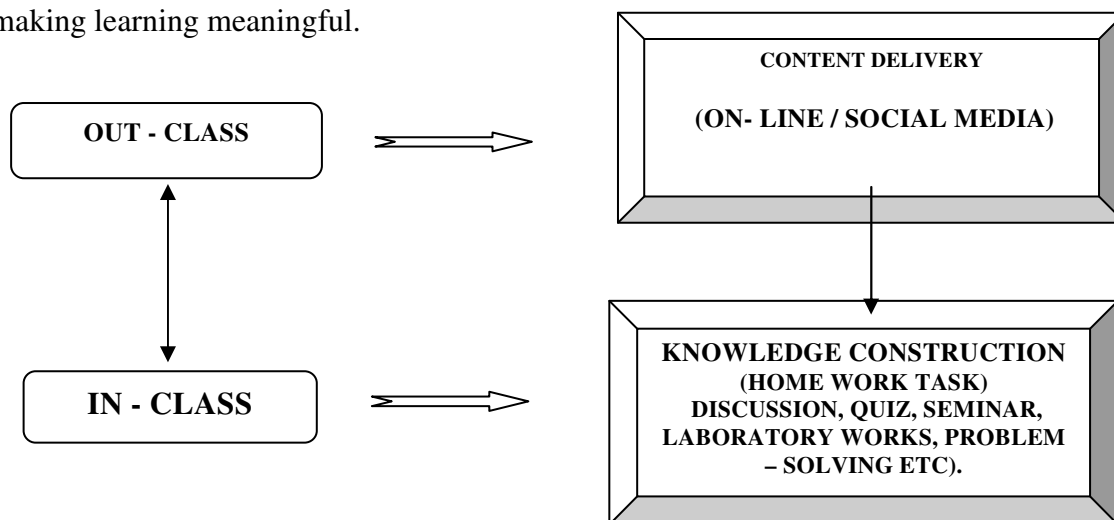
The term “Flipped Classroom” was coined by teachers Bergmann and Samms at woodland Park High School, Colorado, in 2007, where they proposed a new strategy of pedagogical model in which the two important elements of schooling such as Home work and Lecture delivery are reversed. Video lectures were provided for students before class and then exercises that is home assignment was in class under supervision. Flipped Class room while often defined simplistically as: “School Work at Home and Home Work at School”.

CONCEPT OF FLIPPING

The Flipped Classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video or animated lessons are viewed by students at home before the class session, while in-class time is devoted to exercises, projects or discussions. It moves activities including homework into the classroom. Class activities may include solving problems in maths, discussion of technologies emerged in scholastics, carry out individual or group projects, demonstration of experiments, analysis of documents, quiz, debate, seminar, speech presentation, extempore, discussion of current affairs, peer reviewing, project-based learning, and skill development. Such types of active learning leads to highly differentiated instruction, in which more time can be spared in classroom on higher - order cognitive skills such as problem - finding,

collaboration, design and problem solving as students tackle difficult problems, work in groups, research and construct knowledge with the help of their teacher and peers. In a flipped classroom, students watch online lectures, participate in online discussions, undertake research at home and engage in concepts in the classroom with the guidance of a teacher.

The flipped classroom describes a reversal of traditional teaching where students gain first exposure to the course content outside the classroom by watching videos through online or any of social medium and then class time is used to do the intellectual tasks of assimilating that knowledge through variety of strategies such as problem solving, discussion or debates in order for higher order knowledge construction by making learning meaningful.



IMPLEMENTATION OF FLIPPED CLASSROOM

To set up a Flipped classroom, we have to consider the following steps:

- Step 1: Define Content Scope, Learning Objectives and Instructional Strategies
- Step 2: Students gain familiarity with new material before class
- Step 3: Activities that motivate students to prepare before class
- Step 4: In-class activities that provide students opportunities to deepen understanding
- Step 5: Post-class activities that extend student learning
- Step 6: Ongoing evaluation and assessment

APPROACH OF FLIPPING IN TEACHING – LEARNING PROCESS

Flipping is a versatile technological strategy that can be used in fostering children's thinking and learning. It stimulates and supports teaching – learning processes and activities. Have profound effect, not only upon the development of children's minds, but also upon the nature of education itself.

In a conventional lecture, students often try to capture what is being said by the speaker at the instant, they cannot stop to reflect upon what is being delivered and there may be a chance for missing some important point because they are trying to transcribe the speaker's words. In contrast, the use of animations, video and other pre - recorded media keeps lectures under the control of the students that is they can watch, rewind, and fast – forward as needed. This convenience is of significant value to students with accessibility constraints, particularly where content are provided for those with hearing impairments.

Videos and lectures that can be viewed many times may also help those who do not have English as their first language. Devoting in - class time to the application of concepts might give instructors a better opportunity to trace errors in thinking, particularly those that are widespread in a class. During in – class time collaborative activities there is more opportunity for social interactions among students, making it easier for them to learn from each other and for those of different skill levels to support their peer learning.

ADVANTAGES OF FLIPPING

- Convenient way to pursue learning
- Flexible, self – paced method of education to attain educational objectives
- Class time can be used purposefully
- Learners come to class with preparation
- Opportunity to Integrate Technology
- Improved interaction with learners and instructor.

- More individual attention and fulfills the psychological aim of learning.
- Students independently solve problems as they have tools.
- More peer collaboration time for students.
- Work and complete their assignments at their convenient time.
- Practical things – like missing class due to illness – become less problematic
- Subject matter content becomes infinitely richer
- It is cost-effective

CONCLUSION

Thus, Flipped classroom enhances the capabilities found in a conventional classroom as well as in e – learning. It provides anywhere learning without geographical barriers as well as learner is provided an opportunity to involve in all activities and participate wholeheartedly during the in class time activities which resembles that of a traditional face – to – face learning.

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**PROMOTING PROSOCIAL ACTIVITIES THROUGH SIMULATED
TEACHING TECHNOLOGICAL INSTRUCTION AMONG
STUDENTS IN HIGHER EDUCATION**

**A.Kamalaveni*

Abstract

Inspiration is stimulation of the mind or emotions to a high level of feeling or activity. Promoting inspiration among student through simulated teaching technological instruction. Technological Instruction has its own impact on a society time to time is different, there is a period wise difference in volume and control of instruction, utility values have verity in itself. Simulation instruction within such materials can play an important role in establishing a realistic context. They can provide representations of the environment and tools of practice, adding realism to the cases or simulations that can act as stepping-stones to actual performance. Technology plays a significant role in the field of Education. Simulation is one of the modern technology. Computer simulation often has the characteristics of an animation. Computer simulations are multimedia programs. Technology - enhanced simulation is one possible solution to solve problems. The main aim of use modern technology of simulated teaching technological instruction must be utilized for promoting pro-social behaviours in the present society.

Key Words: *Prosocial Activities, Simulation Technology and Higher Education*

INTRODUCTION

Instruction has its own impact on a society time to time is different, there is a period wise difference of instruction. We find mediums used are different according to the task, visibility aspect of the medium have been utilized some time very wisely. A durability and value of the media also plays a very important roll while implementation. Young people should spend more than one or two hours in front of a screen - TV, computer and movies - each day. The media effects on Adults can be

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different. Sometimes it can help us and give good advice. Media has also contributed to increase the overall awareness of Adults about their surroundings. Simulation technology is one of best instructional tool. Sometimes an accurate simulation of a realistic scenario sometimes all that is needed is a simulation that highlights a simple concept or idea.

CREATING CONTEXT OF SITUATED LEARNING INSTRUCTION

When theorists speak of "situated cognition," they are referring to the way our ability to perform is closely tied to how well we become enculturated in the social and physical environment of practice. They suggest that "communities of practice" create their own situation-specific meanings, and that cognition in any specific "community of practice" is intertwined with one's interactions with colleagues and the tools-of-the-trade (Lemke, 1997). This point-of-view suggests that knowledge cannot be effectively objectified and taught isolated from the environment in which we want learners to perform. Instead, we need to offer opportunities for practice in those environments, or at best, in close approximations of them.

Creating "case-based learning" (Schank& Cleary, 1995) materials, through computer-based instruction or some other medium, can fulfill the need for situated learning. Someone who has been exposed to a rich variety of cases (such as an experienced expert) will be able to draw from them when they face analogous situations. Examples of case-based or scenario-based learning tools can range from collections of stories culled from experts to highly interactive instructional simulations. Simulation instruction within such materials can play an important role in establishing a realistic context. They can provide representations of the environment and tools of practice, adding realism to the cases or simulations that can act as stepping-stones to actual performance.

SIMULATION TECHNOLOGY AND INSTRUCTION

*Technology is a gift of God. After the gift of life it perhaps the greatest
Of God's gifts. It is the mother of civilizations, of arts and of sciences.*

-Freeman Dyson

Technology plays a significant role in the field of Education. Due to Technological advancement in the field of Teacher Education, learners promote skills and competencies in learning and at the same time, they develop their own interest and intrinsic motivation by making use of interactive tool and media. Students do not have to bear with mundane learning cycles among various innovation Technologies. Simulation is one of the modern technology. Computer simulation often has the characteristics of an animation. Computer simulations are multimedia programs. Technology-enhanced simulation is one possible solution to solve problems. The main aim of use modern technology of simulated teaching technological instruction must be utilized for promoting pro-social value based activities in the present society.

One of the more useful ways of approaching Simulation teaching technological instructional is by examining their functions (Duchastel, 1978). In this discussion, we will examine how simulated teaching technological instruction can attract attention, aid retention, enhance understanding, or create context.

SIMULATED TEACHING TECHNOLOGICAL INSTRUCTION

Simulated teaching technological instruction is form of learning with computers in which the user may experiment in a simulated artificial situation. This simulated teaching technological instruction strongly resembles reality or in a deliberate simplification. Simulated teaching technological instruction enables students to make decisions without great risks. As a result of the decisions made the computer reacts with informative feedback. This feedback in almost always of a visual in nature. Visual feedback is an important characteristic of simulated teaching technological instruction. Therefore, a simulated teaching technological instruction program often has the characteristics of animation program. Simulated teaching technological instruction programs are multimedia programs. The instructional situation of simulated teaching technological instruction offers the teacher the possibility to provide experimentation with the pro-social concept in on ordered way. Moreover it can make it easier to realize goals set before hand.

Simulated teaching technological instruction can enable learners to ground cognitive understanding of their action in a situation. They can be a powerful resource for teaching; providing access to environments, which may otherwise be too dangerous, or impractical due to size or time constraints; and facilitating visualization of dynamic or complex behavior (Thom's and Milligan,2004). In simulated teaching technological instruction, learners learn by actually performing the activities to be learned in a context that is similar to the real world. Simulated teaching technological instruction could simplify the world in which learners solve problem, learn procedures and come to understand the characteristics of phenomena. Simulated teaching technological instruction are useful in situations that are dangerous to operate (e.g. flight experiments or chemical experiments'), subject to failure when used incorrectly (e.g. medical operations), costly to maintain (e.g. army training), difficult to set up (e.g. biology experiments) or difficult to observe in operation (e.g., socio economic phenomena).

Simulated teaching technological instruction not only motivate learners but they also learn by interpretation in a manner similar to the way they would react real situations, simulated teaching technological instruction is among the most powerful educational delivery method because simulated technology to develop pro-social related activities among student through Education to bring out change in the society. The student's amount of time spent in front of a TV or computer screen may have detrimental effects on social interaction, viewing particular types of programs can teach students pro-social skills.

PROSOCIAL BEHAVIOUR AND SIMULATED TEACHING TECHNOLOGICAL INSTRUCTION

The same type of observational learning described in using television and movies to improve social skills can also take place through computer-generated simulations, which may be referred to as virtual reality. Virtual reality has been said to be the most powerful interface between computers and humans. The immersion experience of VR

convinces the learner that she or he is actually in the simulation and therefore promises to minimize the barrier currently inherent in pro-social skills training programs. Virtual reality technology provides a human-computer interaction paradigm in which users are active participants within a computer-generated three-dimensional virtual world. That effects peak is consistent with the notion that pro-social lessons may be difficult for very young person to understand, especially lessons conveyed with words instead of action. Pro-social film clips had a greater effect on students. To enhance the students pro-social activities by the way of utilizing there film clips and animation moral story video through simulated teaching technological instruction. This teaching will improve the student's pro-social activities, it may continue throughout their life.

Pro-social related activities are promoting socialized behaviors' such as helping, sharing, donating, co-operating, and volunteering. These performances may be enhanced by empathy and "voluntary activities intended to benefit another" consists of by concern about the welfare and rights of others, as well as for egoistic or practical concerns. The pro-social related activities are improved through Educational methods and techniques. These techniques are essential in implementing the concepts that are present in social Education. Particularly, the techniques of teaching social concepts through simulated teaching technological instruction improve pro-social activities.

PROSOCIAL ACTIVITIES

It refers to supportive performance performed by the students related to society. Pro-social behavior fosters positive traits that are beneficial for children and society. It may be motivated both by altruism and by self-interest, for the reasons of immediate benefit or future reciprocity. Pro-social behaviours are those that enhance the relationships of human beings. Pro-social skills include: empathy, cooperation and communication skills. The general prosocial activities are classified as...

PROSOCIAL ACTIVITIES		
College Events Related	Family Events Related	Society Events Related
Volunteering, Cooperating and being affectionate with others.	Parenting	Volunteering for social works
Helping, Supporting, Guiding and Caring others.	Home-college relationship	Being sportive and good sportsmanship
Sharing and instrumental help	Responsibility for Learning	Leadership Skills
Emotionally supporting others in distress		Political Posters
Being a good winner		Perspective-taking
Showing respect to the leader and others		
Resolving conflicts among friends		

College, family, social related pro-social activities shall improve through simulated teaching technological illustration. These are all essential current social status. The following are the simulated teaching technological illustration to promote pro-social activities.

CONCLUSION

Pro-social Activities refers to supportive activities related to certain Social/Moral/Ethical values performed by the students to promote social based activities needed for the present society. Simulated teaching technological instruction is a most powerful technique that provides varieties of experiences to the students through teaching, learners can improve their learning experience. Simulated teaching

technological instruction is not only used for the teaching – learning process but also to improve learners' knowledge about the society. The teacher can spare some amount of time for their routine teaching work and get themselves engaged especially in the teaching-learning process related inspiring pro-social values based activities and promote social values based activities through Simulated teaching technological instruction.

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