Avinasi Gounder Mariammal College of Education
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INTERNATIONAL JOURNAL OF PEDAGOGICAL STUDIES (IJPS)

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EDITORIAL MESSAGE

The **International Journal of Pedagogical Studies - (IJPS), ISSN: 2321–2306** is an international academic journal that examines the intersection of teacher education and its related pedagogical studies. It strives to maintain its standard as a scholarly, peer-reviewed international journal dedicated to education, and its goal to publish the advance knowledge and research in the field of education. The journal was initiated by Dr.A.Sengottaiah, the Correspondent of Avinasi Gounder Mariammal College of Education, Erode, Tamilnadu in the year 2013 and published annually in the month of August. It maintains rigorous peer-reviewed standards and our expedited review process allows for a thorough analysis by expert peer-reviewers within a time line that is much more favorable than many other academic publications.

It is my pleasant responsibility to lead the journal along with the members of editorial team and we cordially welcome the new members of the editorial board and look forward to an excellent collaboration with the new and continuing members of the editorial board. Also I am fortunate to be supported by the Executive Editor who 'pulls the whole show together' and the highly effective editorial board members. The current group of Associate Editors work incredibly hard particularly in the assessment and processing of submitted articles. Together, we will work hard to enhance the quality of papers, increase the publication frequency, provide meaningful reviews to prevent plagiarism, duplicate articles and unreliable research, and smoothen the editorial management process. We wish to take the journal in a direction where it encompasses all the emerging areas in teacher education and social sciences.

This is the 6th issue of the journal and I wholeheartedly express my gratitude to our article contributors, readers and well-wishers for the support the journal has so far from you and has to be continued to strengthen the determination to maintain the high standards of publications. The interest shown by you people in the journal is praise worthy and encouraging.

IJPS encourages and welcomes unpublished original cum good quality manuscripts from all interested academicians, scholars and practitioners in education on pertinent educational issues that will stimulate and/or enrich discussion forums on improving quality in all aspects of education including teaching and learning, policy, planning, governance, management and others. We gratefully welcome submissions that fit the publication guidelines and if you have a submission that you believe meets our criteria, we encourage you to consider IJPS as an outlet for your academic research.

If you have any suggestions for the improvement of the journal and questions regarding this journal or submission requirements, please feel free to contact the Editors directly at agmcoeijps@gmail.com.

Dr.K.R.KARTHIGAI SELVI
CHIEF EDITOR

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CONTENTS

EFFECT OF BLENDED LEARNING IN DEVELOPING SOCIAL SKILLS AMONG HIGHER SECONDARY STUDENTS

**** K. Suprabha & ** Dr. G. Subramonian***

Abstract

At present, classroom instruction should be self-regulated process taking place through the learner who is motivated to explore problems and situations. For learning, the students are learn through web as a source of knowledge, the learning environment should be shifted to a learner centered rather than teacher centered environment. The advantage of social skills approach to treat children with problems is that it is essentially a positive approach, which assumes that children can be taught the skills necessary to behave in different life situations in more acceptable manner. The objective of the study was to study the effect of blended learning instructional strategy in developing social skills among higher secondary students. The study employs pre-test, post-test control group design under the quasi-experimental method. The sample includes 80 students of standard XII, 40 students each in experimental group and control group. Statistical techniques of descriptive analysis, t-test and ANCOVA were used for comparing the pre-test, post-test and gain scores of social skills between the groups. The results of the revealed that experimental group taught through blended learning strategy scored more on their post- test and gain scores on social skills after the experimental intervention, when compared to control group.

Key Words: *Computer Technology, Blended Learning, Social Skills, Constructivist Teaching and Higher Secondary Students.*

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INTRODUCTION

With the rapid growth in computer technology and multimedia, classroom instructions should be designed in a way that makes it subject to a quick tryout and revision cycles (Abdelaziz, 2012). So the instructions should be self-regulated process taking place through the learner who is motivated to explore problems and situations, in order for students to learn through the web as a constructivist learning environment, the learning environment should be shifted to a learner-centered rather than teacher-centered environment. Students and teachers must enter in to a collaboration or partnership with technology and multimedia to create a virtual community that supports the learning process. Thus, computer technology and multimedia help in developing multiple perspectives through learners' exposure to multiple point of view or resources.

Social behaviors, broadly considered as skills to be taught, and the emphasis is placed on building adaptive and new behaviors rather than on eliminating problem behaviors. The advantage of a social skills approach to treating children with problems is that it is essentially a positive approach, which assumes that children can be taught the skills necessary to behave in different life situations in more acceptable manner. We have convinced that social behaviors can and should be specially taught as part of a school curriculum, and that the skills of such teaching should be in the repertories of all teachers. Teachers have an important role in the maintenance and generalization of social skills taught to children and should be knowledgeable about social skills training carried out in schools.

SIGNIFICANCE OF THE STUDY

Social skills as seen as socially acceptable learned behaviors that enable the person to interact with others in a way that elicit positive responses and assist in avoiding negative responses from them. The cultural context of social behaviors is an important consideration for the selection of social skills to teach a given child. Skill selection can be based on an assessment of individual deficits in social skills. Training in social skills related to cognitive, affective and psychomotor elements that affect the internal process of social behaviors. Children most often identified as needing such training are characterized as lacking self-control, being impulsive and aggressive, possessing negative self-evaluations and having poor peer relationships.

Blended learning is a mix of pedagogical approach that combines the effectiveness and the socialization opportunities of the classroom with the technological enhancement of online learning. Blended learning is a fundamental redesign of the instructional model with a shift from lecture-centered to student-centered instruction where students are active and interactive learners. For teachers, social skills interventions involves assessment, the use of blended learning can elicit prompt feedback as it involves interaction which can facilitate feedback. Indeed, the researcher anticipate that blended learning approach will change the social behavior and develop the social skills in which students are actively involved in the learning process. So the present investigation analysed the 'Effect of Blended Learning in Developing Social Skills among Higher Secondary Students'.

OBJECTIVES

- To study the effect of blended learning instructional strategy in developing social skills among higher secondary students.
- To compare the mean pre-test, post-test and gain scores of social skills between experimental group and control group.
- To compare the adjusted mean scores of social skills between experimental group and control group by controlling the pre-test scores of social skills as co-variate.

HYPOTHESES

- There is no significant difference in the pre-test scores of social skills between experimental group and control group.
- There is significant difference in the post-test scores of social skills between experimental group and control group.
- There is significant difference in the gain scores of social skills between experimental group and control group.
- There is significant difference in the adjusted mean scores of social skills between experimental group and control group by controlling the pre-test scores of social skills as co-variate.

METHODOLOGY

Experimental method was used for the study. The study employs pre-test, post-test control group design under the quasi experimental method. The sample includes 80 students of standard XII, 40 students each in experimental group and control group. The two intact group of 40 students were matched on their previous scores of social skills. Statistical techniques of descriptive analysis, test of significance of difference between mean (t-test), and Analysis of Co-variance (ANCOVA) were used for comparing the pre-test, post-test and gain scores of social skills between experimental group and control group.

TOOLS USED

The following tools were used in the study

- The investigator developed digital lesson transcripts for teaching through 'Blended learning strategy'.
- The investigator developed lesson transcripts for teaching through 'Constructivist teaching strategy'.
- Social skill scale developed and standardized by the investigator.

ANALYSIS AND INTERPRETATION OF DATA

I. Test of significance of difference in the mean scores of social skills before intervention

The objective was to compare the mean scores of social skills between experimental group and control group before the experimental intervention. The data were analyzed with the help of two-tailed test of significance of difference and the results are given in Table 1.

Table - 1

Comparison of Mean Pre-Test Scores of Social Skills for the Experimental and Control Groups

Groups	Mean	SD	Critical Ratio
Experimental Group	96.10	5.20	.77
Control Group	95.10	6.22	

Table 1 shows that before intervention, there is no significant difference between the mean pre-test scores on social skills of the experimental group (M=96.10, SD=5.20) and control group (M=95.10, SD=6.22) [t=.77, p>0.05]. Hence, before intervention, experimental and control groups are equal on their pre-test scores of social skills.

II. Test of significance of difference in the mean scores of social skills after intervention

The objective was to compare the mean scores of social skills between experimental group and control group after the experimental intervention. The data were analyzed with the help of two-tailed test of significance of difference and the results are given in Table 2.

Table - 2

Comparison of Mean Post-Test Scores of Social Skills for the Experimental and Control Groups

Groups	Mean	SD	Critical Ratio	Effect size (Cohen's *d*)
Experimental Group	116.78	4.41	8.24	1.84
Control Group	104.63	8.21		

Table 2 shows that after intervention, there is significant difference between the mean post-test scores of social skills of the experimental group (M=116.78, SD= 4.41) and control groups (M=104.63, SD=8.21) [t=8.24, p<0.05]. The effect size (Cohen's d= 1.84) indicates that effect of blended learning strategy on social skills is large.

III. Test of significance of difference in the mean gain scores of social skills between experimental and control groups

Table - 3

Comparison of Mean Gain Scores of Social Skills for the Experimental and Control Groups

Groups	Mean	SD	Critical Ratio	Effect size (Cohen's *d*)
Experimental Group	20.68	6.54	6.04	1.35
Control Group	9.53	9.67		

Table 3 shows that the t-value obtained for the mean gain scores of social skills of the experimental group (M=20.68, SD= 6.54) and control group (M=9.53, SD=9.67) [t=6.04, p<0.05]. The effect size (Cohen's d=1.35) revealed that the experimental group which was taught using blended learning strategy is in an advantageous position when compared to control group taught using constructivist teaching strategy in enhancing the mean gain scores of social skills.

IV. Test the Genuiness of difference in the adjusted mean scores of social skills between experimental and control groups

Table - 4

Data and Result of Adjusted Mean Scores of Social Skills: Summary of ANCOVA

Variable	Source of Variance	Sum of Squares	DF	Mean Squares	F
Social Skills	Between	5.16	1	5.16	69.72
	Within	753.81	38	753.81	
	Total	758.97	39		

As per table 4, the obtained F (1, 38) =69.72, p<0.05, supports that the effectiveness of blended learning strategy in developing social skills among higher secondary students after controlling their pre-test scores of social skills.

FINDINGS

- There is no significant difference in the mean pre-test scores of social skills (t=.77, p>0.05) between experimental group and control group.
- There is significant difference mean post-test scores of social skills (t=8.24, p<0.05) between experimental group and control group after the intervention.
- Mean gain scores of social skills after blended learning instructional strategy (intervention) is significantly higher than that extant constructive teaching strategy (t=6.04, p<0.05) among higher secondary students.
- Significant difference in the adjusted mean scores of social skills associated with experimental group taught through blended learning strategy over the control group [F (1,38)=69.72, p<0.05] after controlling the effect of pre-test scores of social skills.

EDUCATIONAL IMPLICATIONS

The specific contribution of this study provided empirical evidences to show that blended learning strategy is a good teaching learning strategy at higher secondary level.

- Blended learning strategy is a learner centred strategy, so the learners at higher secondary level refresh their cognitive structure and up to date their knowledge on their space.
- Blended learning strategy develops the communication skills among the learners. During the instruction in groups, exchange of ideas between peers can take place.
- School authorities start initiative to give awareness about e-learning and different e-learning environment at higher secondary classrooms.
- This is the era of technology. Thus the teachers and learners can start to develop their own blogs and e-content for sharing information to the community.

CONCLUSION

In the present study, students with blended learning strategy is more effective for enhancing social skills than students with constructive teaching strategy. Students with blended learning environment are actively engaged in learning process with the help of computers in a synchronised and asychronised mode through discussion, sharing and interpretation of ideas between peers. Blended learning supports teachers and students to their personal understanding about the specific knowledge, and application abilities of the concepts learned. Blended learning strategy can serve as the basis for a variety of strategies like e-learning, M-learning etc. that enhance the teaching learning process. Thus, based on the findings, it can be concluded that blended learning is an effective strategy for developing social skills among higher secondary students.

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PERSONALITY TRAITS OF PROSPECTIVE TEACHERS IN KONGUMANDALAM REGION

**** Dr.A.Naveen***

Abstract

The present study is made on "Personality Traits of Prospective Teachers in Kongu Mandalam Region". A simple survey has been conducted to a sample of eight hundred and fourty seven prospective teachers who were randomly selected from forty one B.Ed Colleges in nine districts which comes under the Kongu Mandalam region in Tamilnadu state, India. This will constitute 71.65 (847/1182) percentage of sample from the total population. The modified version of the tool developed and standardized by the Sathiyagirirajan's (2010) Personality Traits inventory was utilized by the investigator to collect the data after ensuring the reliability and validity of the research tool once again through pilot study. It was found that the prospective teachers belonging to Coimbatore district (175.98) had high personality traits when compared to other districts in the Kongumandalam region. Among the total respondents, only 15.58 percentages (132) of prospective teachers had high personality traits (183.47) and for the whole sample, the level of personality traits of prospective teachers was average.

Key Words: *Personality Traits and Prospective Teachers.*

PERSONALITY TRAITS

Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations. The term personality in the modern usage of the term means the real

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individual and not the disguised individual. Personality is not made up of one trait or the other. It includes physical, mental, emotional, social and moral behaviours both at conscious and unconscious levels of mind. Hence one test can't justify the whole personality. Personality refers to the total quality of a person and it refers to the unique way to adjust the individual to the outside world. It covers the physical, intellectual, emotional and social aspects of the individual. Personality gains meaning only in social situations (Muhammad Irfan Arif , 2012).

Traits are the means to understand and predict behaviour of the individual. 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. There are some psychologists who try to explain the personality on the basis of this theory of traits. Trait is a mode of behaviour. A trait is particular quality of behaviour such as cheerfulness or self – reliance which characteristics the individual in a wide range of his activities and is fairly consistent over period of time. It is a constant directing psychic force which determines the active and reactive behaviour of the individual'.

There are two major approaches to assessment of personality – trait approach and Holistic approach. In Holistic approach one's personality is assessed as a 'whole'. Personality is operationally defined as constituting several fairly consistent traits which are identified and the individuals are assessed in each of the traits. The individual can identify his plus points and minus points. He/she can make the best use of his plus points and employ measures of rectifying his minus points.

Personality depends on the psychophysical development of a person. It includes a person's nature, character, intelligence, interest, attitude, aptitude, expectation, ideals etc. Personality of an individual is strongly determined by the genetic factors. The personality pattern is the specific traits or a group of related or consistent reactions which characterize the individual's typical manner of personal and social adjustment. Each cultural group has established behavioural patterns appropriate for the members of two sexes. Since personality is a product of cultural influences and is shaped by pressures from the social group, the individual normally comes to

think of himself as a member of a particular group and his confirming behaviour becomes habitual (Ramesh , Reddy, Rao, and Dhandapani, 2017).

RATIONALE OF THE STUDY

The personality trait plays an eminent role in teachers' and students' life to know the social changes mode of every individual to adapt to various behaviours. The students at the school level are experiencing various strong cognitive changes with respect to time, 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. Personality of a teacher is an eminent factor that distinguishes one teacher from another which in turn influence and shape the personality of the students. Therefore it is known that personality of the teacher is the basis for students' personality and it is confirmed through the many research outcomes. Many researchers have proved that personality traits play a vital role and it is the most impressionable period of one's life and it is during this time the vital foundation is laid for optimum development of an individual personality. The factor which gives the individual a scope of living worthy is personality**.** If personality and its traits are well balanced, the adjustment and sociability of the prospective teacher will also increases which in turn induce the personality of students. So, it is need to study whether the personality traits of the prospective teachers are adequate to the present scenario.

OPERATIONAL DEFINITION OF THE TERMS

Personality Traits: It refers to particular quality of group of behaviour which characteristics the individual in a wide range of his/her activities and is fairly consistent over period of time.

Prospective Teachers: It refers to the teachers who undergone two-year pre-service B.Ed teacher training programmes in Teacher Education Institutions in Kongumandalam region.

OBJECTIVE

- To find out the level of personality traits of prospective teachers with respect to District wise in Kongumandalam region and to the whole sample.

HYPOTHESIS

- The overall level of personality traits of prospective teachers is average with respect to District wise in Kongumandalam region and to the whole sample.

METHOD AND TECHNIQUE

Normative method and Survey technique has been employed for the present study.

LOCATION AND POPULATION

Tamilnadu is the one of the 32 states in Indian Union. The present investigation was conducted in districts comes under the Kongu Mandalam region in Tamilnadu state, India.

The population for the present study is prospective teachers in selected 41 Colleges of education. From these 41 colleges the total numbers of prospective teachers studying are 1182 during the academic year 2015-2016 and constitute the population.

SAMPLE AND SAMPLING TECHNIQUE

A sample of eight hundred and fourty seven prospective teachers was selected by using simple random sampling technique from fourty one colleges of education in nine districts of Kongu Mandalam region.

TOOL AND NORMS

Personality traits inventory developed and standardized by ***Sathiyagirirajan (2010)*** has been adopted. The personality traits inventory consisted of forty eight items with twelve traits. The total score for the personality traits was two hundred and forty and the minimum score was forty eight. Higher the score indicates higher be the personality traits and lower the score indicates lower be the personality traits taken for interpretation. After getting discussion with the subject experts and jurie opinion, the level of personality traits score was segregated into high, average and low level based on the M±1σ (Mean±1xStandard Deviation) distribution properties of the normal probability curve which contributes 68.26 percentages of area in its total distribution.

ANALYSIS

The mean and standard deviation values of personality traits of prospective teachers with respect to district wise were calculated and are given in Table.1.1.

Table - 1.1

M and SD Values of Personality Traits of Prospective Teachers with Respect to District Wise

S.No	Name of the Districts	N	Personality Traits	
			Mean	S.D
1	Coimbatore	75	175.98	6.178
2	The Nilgiris	20	152.70	14.701
3	Tirupur	100	162.95	15.847
4	Erode	105	159.96	12.696
5	Namakkal	105	160.88	9.336
6	Salem	97	165.22	11.161
7	Karur	90	164.44	11.094
8	Dharmapuri	135	168.30	10.008
9	Krishnagiri	120	167.07	7.868

It is clear from Table 1.1, among the total nine districts in the Kongumandalam region, the prospective teachers belonging to Coimbatore district (175.98) have high and Nilgiris district prospective teachers (152.70) have low personality traits when compared to other districts.

LEVELS OF PERSONALITY TRAITS

The various levels of Personality Traits of prospective teachers are presented in Table.1.2.

Table - 1.2

Various Levels of Personality Traits of Prospective Teachers

S.No	Score Range	N	Mean	S.D	%	Level
1	178-240	132	183.47	5.408	15.58	High
2	153-177	581	165.57	6.860	68.59	Average
3	48-152	134	144.73	8.946	15.83	Low
Whose Sample		847	165.06	12.957	100.00	Average

Among the total 847 respondents, 15.58 percentage (132) of prospective teachers have high personality traits (183.47), 68.59 percent (581) of prospective teachers have average personality traits (165.57), and 15.83 percent (134) of prospective teachers have low personality traits (144.73)**.** The mean value of whole sample is 165.06. The mean score indicates that the personality traits mean score of whole sample is found to be average. Therefore it is interpreted that the level of personality traits of prospective teachers is average in nature.

RECOMMENDATIONS

- The present study revealed that the majority of the prospective teachers had average personality traits but this is not enough and it should be improved during their pre-service teacher training programme.
- Prospective teachers should be trained to improve their communication skills especially verbal, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures.
- Prospective teachers should be given orientation to practice as a good listener over the student's questions, vows and worries with regard to subject contents.
- Prospective teachers should develop strong teaching skills, school and community relations, interpersonal relationship, work ethics, professional attitude, friendliness, approachability, good preparation and organizational skills with the educand.

CONCLUSION

Teachers are the creator of the society and responsible for the students all round character development. The personality traits of the teachers are the group of set of active and reactive behaviour that influences quality of students' in terms of behavioural aspects. A good personality of the teachers also influences the personality of the students too.

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ACHIEVEMENT GOAL ORIENTATIONS AMONG COLLEGIATE ATHLETES

**** M.Selvanathan & ** Dr.J.Parameswari***

Abstract

The aim of the study is to find out the difference between achievement goal orientation on certain variables such as gender, type of sport, representation, and area of residence. Three hundred intercollegiate athletes (male, n=153 and female, n=147) from various individual and team sports completed the questionnaire: Task and Ego Orientation in Sport Questionnaire (TEOSQ) by Duda & Nicholls, (1992).A sample of 300 athletes of various colleges located primarily in Coimbatore city was chosen for the study using table of random numbers. The result shows that there is no significant difference on gender, type of sport and area of residence among athletes in achievement goal orientation. It has been found that international athletes have scored less in ego orientation when compared to other athletes. It indicates that there is a significant difference in ego orientation among athletes in reference to representation.

Key Words : *Achievement Goal Orientations and College Athletes.*

INTRODUCTION

Throughout the athlete's career, difficulties will be faced while achieving end goals. Overcoming those difficulties takes more than physical endurance; a great amount of inner psychological strength also has needed (Vallerand &Losier, 1999). Motivation

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has been a common topic in psychology and recreation for several decades and more recently an integral part of research related to sports as it influences determination, learning, and performance (Duda, 1989). Motivation is one of important variables in envisaging the outcomes of sports participation (Pelletier et al., 2001). When athletes' participation in sports has a positive experience, athletes will have positive motivation. A positive state of mind in sports can lead to a quality of health (Duda, 2001).

The theoretical framework for understanding students' motivation in achievement related activities such as sport stems from achievement goal theory developed in the field of education by Nicholls (1984, 1989), Ames (1984, 1992). Achievement goal theory (AGT) has been a powerful and practical theory to consider enhancement of motivation in physical education and sport contexts (Roberts, 2001). In the last two decades, researchers have been trying to develop strategies based on AGT to enhance motivation in sport and physical education settings.

ACHIEVEMENT GOAL ORIENTATION

Achievement goal theory centers on two distinct ways of judging competence or defining success in sport. These two conceptions of ability manifest themselves in the goals individuals pursue when engaging in achievement-related activity (Duda, 1989; Nicholls, 1992). Individuals have a tendency to use the undifferentiated conception of ability when they are task oriented that are characterized by giving less importance to social evaluation and emphasis on competition, and giving more importance to learning processes. When this type of ability is induced, individuals are in a situation of task involvement. On the other hand, the more differentiated conception of ability as capacity is used when the situation is characterized by giving importance to high evaluation, such as a test, events that increase public self-awareness (e.g. presence of others), or interpersonal competition or comparison (Nicholls, 1989). When a state of differentiated conception of ability is induced, individuals are said to be ego-involved. Both goal orientations have been found to be independently related, thus it is possible to be high or low in both, or high in one and low in the other. Fox et al. (1994) found that it is the young people, who are both highly task and ego oriented that appear to be more motivated in sport. It could be that they were motivated because they had high task

orientation to fall back on in the face of challenge (Duda, 1997). The aim of the study is to find out the difference between achievement goal orientation on certain demographic variables such as gender, type of sport, representation, and area of residence.

ACHIEVEMENT GOAL ORIENTATION STUDIES IN SPORT

Concurrent with classroom research, achievement goal research in sport and physical education settings has demonstrated that task orientation is associated with adaptive achievement behaviors whereas ego orientation is associated with maladaptive motivational patterns (Duda, 1992; Roberts, 2001; Roberts & Ommundsen, 1996; Roberts, Treasure, & Kavussanu, 1997). Achievement goal orientations are orthogonal, that is, a person can be high and/or low in both goal orientations at the same time (Chi & Duda, 1995). Additionally, Barić et al., (2014) found that perceived competence was important for goal orientation the athlete possesses and the joy they feel for the activity. Task oriented athletes are driven by internal motivation; they want to feel competent and find joy through participating in sports. Ego oriented athletes are driven by external motivation, for example results and rewards. Older youths have shown to be more motivated to participate in physical education and to be more ego and task oriented then younger youths. Young athletes who were more task oriented did perceive them self as more competent than ego oriented athletes.

In a study Rottensteiner et al., (2015) found that players' task orientation and ego orientation strengthened players' perception of competence. Players with higher perceived competence showed higher levels of relative autonomous motivation toward team sports than the players with lower competence. In addition, the findings underline that achievement goals were essential prerequisite for the development of a young athlete, and it is crucial to keep young athletes motivated to sustain participation in sports. Jaakkola et al., (2016) investigated the relations among situational motivational climate, dispositional approach and avoidance achievement goals, perceived sport ability, and enjoyment with Finnish male junior ice hockey players. The analysis revealed that an indirect path from task-involving motivational climate via task-approach goal to enjoyment. The results also reveal that motivational climate highlighting effort, personal development and

improvement, and achievement goal mastering tasks are significant elements of enjoyment in junior ice hockey.

OBJECTIVE

- To find out the difference in the achievement goal orientation among College Athletes based on their gender, type of sport, area of residence and representation.

HYPOTHESIS

- There is no significant difference in the achievement goal orientation among College Athletes based on their gender, type of sport, area of residence and representation.

METHODS

In this study, survey method was adopted, which is descriptive in nature. Each athlete completed a brief demographic questionnaire to assess the participants' age, gender, and college, area of residence, type of sport, representation, course, and type of institute. The most widely used measurement tool of achievement goal orientations is the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda, 1989; Duda& Nicholls, 1992) is utilized in this study. TEOSQ has been validated and it has acceptable internal consistency of α =0.83 (task) and α = 0.76 (ego). Duda and Whitehead (1998) examined confirmatory factor analysis on TEOSQ showed acceptable goodness-of-fit indices. The sample of the study was comprised of 300 male and female athletes of various colleges located primarily in Coimbatore city. Student athletes who represent at least their district form the population of this study.

300 male and female student athletes from major colleges in Coimbatore city, participating in various competitive sports, were asked to complete the TESOQ. Athletes' data were collected in group sessions wherever possible on a particular day. Each participant took approximately, 20-30 minutes to complete the questionnaires. The data collected were consolidated for analysis. The mean and standard deviation of the scores of each questionnaire were found out through SPSS package. A preliminary analysis was done to find out the differences between goal orientations.

RESULTS AND DISCUSSION

Table - 1

Gender Difference in Achievement Goal Orientation

Goal Orientation	Female (n=147)		Male (n=153)		t
	M	SD	M	SD	
Task	26.27	5.48	26.85	5.10	0.945^{NS}
Ego	16.97	4.56	17.75	4.80	1.442^{NS}

NS-Not significant at 0.05 level

The above table results reveal that the‘t’ values are not significant for both task and ego goal orientation. Thus hypothesis “There is no significant gender difference in achievement goal orientations” is accepted. It is concluded that the both female and male athletes do not differ significantly in their achievement goal orientations. Previous researches have been inconclusive considering differences in achievement goal orientation between male and female. This study supports that male and female athletes may not differ in their levels of goal orientations when it comes to sport activities. The present finding is supported by the work of Abrahamsen et al (2008) and Omar Fauzee et al (2008).They identified no gender difference in goal orientation. The reason could be that the athletes have more control over their behavior which ultimately discover themselves without the reference of their gender.

Table - 2

Difference in Achievement Goal Orientation Based on Type of Sport

Goal Orientation	Individual (n=135)		Team (n=165)		t
	M	SD	M	SD	
Task	25.90	4.97	27.11	5.50	1.97^{S}
Ego	16.61	4.64	17.99	4.65	2.57^{S}

S-significant at 0.05 level

From table-2, it is found that the ‘t’ values are significant for both task and ego goal orientation among athletes from individual and team sport. Thus the hypothesis “There is no significant difference in achievement goal orientation of athletes with regard to their type of sport” is not accepted. In support for this result, Paulson (1999) found that there was no significant difference in task and ego orientations among individual and team athletes. However, Kumar and Deepla (2011) study have found that individual team players were scored high in achievement motivation than team players.

Table - 3

Difference in Achievement Goal Orientation Based on Area of Residence

Goal Orientation	Urban (n=185)		Rural (n=115)		t
	M	SD	M	SD	
Task	26.64	4.97	26.44	5.77	0.318^{NS}
Ego	17.43	4.97	17.27	4.21	0.292^{NS}

NS-Not significant at 0.05 level

From table-3, it is clear that the't' values are not significant for both task and ego goal orientation with regard to athletes' area of residence. Thus the hypothesis "There is no significant difference in achievement goal orientation of athletes with regard to their area of residence" is accepted. It is concluded that athletes from rural and urban area do not differ significantly in their achievement goal orientations. In contrast, Chin et al(2009) argued that rural athletes showed higher ego-orientation than urban athletes. In the present scenario, sport participation is more competitive and easily accessible to both urban and rural areas. Area of residence does not hold a major hurdle for athletes these days, therefore there is no significant difference in achievement goal orientation of rural and urban athletes.

Table - 4

Difference in Achievement Goal Orientation Based on Representation

Goal Orientation	Representation	N	Mean	SD	F
Task	District	71	25.82	4.72	1.13^{NS}
	State	106	26.68	4.80	
	National	93	27.23	5.92	
	International	30	25.90	6.07	
Ego	District	71	17.52	4.21	5.65*
	State	106	18.11	4.21	
	National	93	17.42	4.70	
	International	30	14.23	6.06	

NS-Not significant at 0.05 level * significant at 0.05 level

The above table shows that there is a significant difference in ego orientation among athletes representing district, state, nation and internation. But there is no significant difference in task orientation. Thus the hypothesis is not accepted as far as ego orientation is concerned. Comparing to other athletes, athletes representing internation are less ego oriented and those representing state are more ego oriented. Participants at district, state, and national level were likely to agree that they can do better than other players. Participants representing internation are far less likely to emphasize that they are the only one who can play well. The study agrees with Potgieter and Steyn's (2010) finding that concludes local athletes are more ego oriented than international athletes.

CONCLUSION

It has been found that international athletes have scored less in ego orientation when compared to other athletes. It indicates that there is a significant difference in ego orientation among athletes in reference to representation. It is observed that low score in ego orientation of international athletes are due to the experience at the highest level which helps them to give less emphasize for ego oriented attributes. But there are no significant differences in gender, type of sport and location among athletes. This study has several limitations. This study consists of athletes from one part of Southern India. Future studies should concentrate on different location within India. In future, researchers must focus on specific samples and experimental studies.

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READING AND WRITING ASSESSMENT IN LANGUAGE AMONG PRIMARY SCHOOL STUDENTS

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Abstract

Reading and writing are two extremely important milestones in our child's life that ultimately determine the extent of his or her ability to communicate with others and succeed in the world of academia. The investigators want to identify the reading and writing skills in language (Tamil & English) among government primary school students. Among 1003 primary school students, 869 were assessed from 32 schools in Erode district, TamilNadu. From the findings it can be stated that primary school students were better in Tamil reading than writing. They were not good in both reading and writing in English.

Key Words: *Reading, Writing, Assessment and Primary School Students.*

INTRODUCTION

Literacy is a person's ability to read and write. Reading and writing are important to help function in school, on the job, and in society. In school, children with communication disorders are more likely to struggle with literacy skills. They often perform poorly in school, have problems reading, and have difficulty understanding and expressing language. Adults may also have literacy problems. Some adults continue to struggle with reading and writing from childhood. Others have trouble reading and writing after a stroke or brain injury. Reading and writing are two of the most important milestones that occur in child's life, since both allow him or her to interact with the surrounding world and communicate with others effectively. Reading instruction is most

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effective when intertwined with writing instruction and vice versa. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing.

One of the most effective ways to use the relationship between reading and writing to foster literacy development is by immersing children in a specific genre. For many years reading and writing were taught separately. Though the two have almost always been taught by the same person during the Language period/hour educators rarely made explicit connections between the two for their students. Research has shown that reading and writing are more interdependent than we thought and also found that when children read extensively they become better writers. The relationship between reading and writing is a bit like that of the chicken and egg which came first is not as important as the fact that without one the other cannot exist. A child's literacy development is dependent on this interconnection between reading and writing.

OPERATIONAL TERMS USED

Reading: Reading is a cognitive process of understanding a written linguistic message.

Writing: Writing is the activity of putting something in written form.

Assessment: Assessment is an act of judging or assessing a person or situation or event.

OBJECTIVE

- To study the reading and writing skills in language (Tamil & English) among government primary school students.

POPULATION AND SAMPLE

The target population of the present study consisted of government primary school students in Nambiyur Block, Erode district.32 government primary schools were selected. Among 1003 primary school students, 869 students were assessed. Data collected from the concerned teachers and BRTEs which were used for this study. Percentage (%) of Children who can read and write (Tamil& English) without mistakes were given.

ANALYSIS AND RESULTS

Table - 1

Shows the Details of Sample, Assessed Sample, Percentage (%) of Children who can Read and Write (Tamil & English) without Mistakes were Given Below

S.No	Name of the School	Total Students (N)	No of Students Assessed	Children who can Read Tamil without Mistakes	Children who can Write Tamil without Mistakes	Children who can Read English without Mistakes	Children who can Write English without Mistakes
1	PUPS P.Karattupalayam	133	126	63	35	20	12
2	PUPS Onankuttai	025	23	83	39	35	18
3	GPS Nagaranai	17	13	85	38	15	10
4	PUPS L.Mettupalayam	18	17	65	53	41	24
5	PUPS Mettukkadu	11	10	100	90	90	90
6	PUPS Kannankattupalaym	16	14	100	86	86	86
7	PUPS Neelampalayam	30	22	96	91	91	91
8	PUPS Nichampalayam	22	11	82	73	64	55
9	PUPS Polavapalayam	25	20	100	95	90	60
10	PUPS Kedarai	30	28	89	86	71	57
11	PUPS Chinnapeelamedu	12	11	82	73	73	73
12	PUPS Palayaayyampalaym	34	29	72	59	66	66
13	PUPS Mottanam	94	72	92	83	86	83
14	PUPS Malayapalayam	80	54	81	69	65	61
15	PUPS Nambiyur	08	05	100	80	100	80

16	PUPS E.Varapalayam	56	53	96	88	88	79
17	PUPS Pudusooripalayam	14	13	92	76	69	76
18	PUPS K.Alampalayam	18	17	94	94	70	88
19	PUPS K.Alampalayam	94	88	89	84	63	64
20	PUPS Getticheviyur	17	17	76	53	76	59
21	PUPS Lakshmipudur	19	18	100	87	100	59
22	PUPS Thottipalayam	16	15	93	73	67	70
23	PUPS G. Chettipalayam	15	15	73	60	80	80
24	PUPS Maniyakaranpalaym	13	11	100	100	100	73
25	PUPS Kolathupalayam	07	06	83	33	50	13
26	PUPS E.Karattupalayam	29	21	48	14	05	05
27	PUPS Sengalipalayam	54	44	77	55	27	20
28	PUPS Vettaiyampalayam	35	29	79	75	37	20
29	PUPS Molapalayam	25	24	87	75	66	50
30	PUPS Theethampalayam	11	10	100	70	50	40
31	PUPS Akkaraipalayam	13	100	100	100	100	100
32	PUPS Arasankuttaipudur	12	11	82	73	64	55
Total students		1003	0869	86.21	70.63	70.25	54.93

(Sources from SSA Nambiyur Block-Reading and Writing Periodical Assessment)

Table - 2

Shows the Distribution of Sample and its Percentage

S.No	Total Students (N)	No of Students Assessed	Reading Skills in Tamil	Writing Skills in Tamil	Reading Skills in English	Writing Skills in English
1	1003 Primary School Students	0869 Primary School Students	86.21	70.63	70.25	54.93

The above table showed that primary school students are having more reading skills in Tamil than English. Likewise, their writing skills in Tamil were better when compared to English. Due to various reasons they are unable to know the value of these skills. Parents and teachers should first identify writing skills that a particular child or group of children need support in developing. Research shows that reading and writing skills are two of the most important developmental skills in young children and it is extremely important that you play a significant role in teaching your child how to read and write properly. Reading and writing are important not only because they enable your child to enter the world of academia, but also because they also allow him or her to communicate with other people; become both more sociable; and achieve a more interactive lifestyle.

ACTIVITIES TO IMPROVE THE SKILLS OF STUDENTS INCLUDE THE FOLLOWING:

- Talk to our child and name objects, people, and events in the everyday environment.
- Repeat child's strings of sounds and add to them.
- Talk to our child during daily routine activities such as bath or mealtime and respond to his or her questions.
- Draw child's attention to print in everyday settings such as traffic signs, store logos, and food containers.

- Introduce new vocabulary words during holidays and special activities such as outings to the zoo, the park, and so on.
- Engage child in singing, rhyming games, and nursery rhymes.
- Read picture and story books that focus on sounds, rhymes, and alliteration (words that start with the same sound, as found in Dr. Seuss books).
- Reread child's favorite book(s).
- Focus child's attention on books by pointing to words and pictures as you read.
- Provide a variety of materials to encourage drawing and scribbling (e.g., crayons, paper, markers, finger paints).
- Encourage child to describe or tell a story about his/her drawing and write down the words.

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SPIRITUAL INTELLIGENCE AND EMOTIONAL INTELLIGENCE OF SCHOOL TEACHERS

**** Dr.C.Shankar & ** V.Nallamuthu***

Abstract

The study is intended to study about "Spiritual Intelligence and Emotional Intelligence of School Teachers in Salem District" by adopting normative survey methodology and simple random sampling technique. A sample of ninety school teachers was selected in three higher secondary schools in Salem District. Vadivelu's Spiritual Intelligence Scale (2009) and Anukool Hyde, and Sanjyot Pethe's Emotional Intelligence Scale (2001) were used to measure spiritual intelligence and emotional intelligence of school teachers. To arrive at meaningful conclusions the obtained scores has been treated to descriptive, differential and correlational statistical analysis. The findings revealed that school teachers had average spiritual intelligence. Gender has significant influence on the spiritual intelligence and not significant in the emotional intelligence of school teachers. There was significant relationship between the spiritual intelligence and emotional intelligence of school teachers. As far as the teachers are concerned, both the spiritual intelligence and emotional intelligence becomes more imperative for them to persistently evaluate their competencies in order to perform their model role in their best.

Key Words: *Spiritual Intelligence, Emotional Intelligence and School Teachers.*

SPIRITUAL INTELLIGENCE

Spiritual intelligence is one of several types of intelligence and it can be developed relatively independently. Spiritual intelligence calls for multiple ways of

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knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. It can be cultivated through questing, inquiry, and practice. Spiritual experiences may also contribute to its development, depending on the context and means of integration. Spiritual maturity is expressed through wisdom and compassionate action in the world (Deepa,S.K., 2016). Spiritual intelligence is necessary for discernment in making spiritual choices that contributes to psychological well-being and overall healthy spiritual development.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other's emotions to discriminate among them and to use the information to guide one's thinking and actions. It is a degree of emotional intelligence in which awareness of one's own and other people's feeling such as sympathy, compassion, motivation and the ability to respond to pain and pleasure appropriately. Emotional intelligence includes qualities such as self -awareness, ability to manage mood, motivation, empathy and social skills like co-operation and leadership. Emotional intelligence is a group of personal and emotive abilities that affect the individual's overall abilities so that he/she can adopt with the pressures of life.

SIGNIFICANCE

In today's classroom, the teachers get irritate on the small issues which results in an uncontrolled flow of emotions which is unavoidable and uncontrollable that destroy the regular process of school. The reason behind this is the heavy work load on teachers. Modern classrooms are full of responsibilities. The teachers not only have to prepare their teaching and related activities but also have other responsibilities like organizing co curricular activities, maintaining discipline and administrative tasks of the school. In addition to this their personal problems have also an impact on their profession. A teacher can do justice with his profession only when he is able to understand his emotions and emotions of his students. Intelligence is defined as the individual potential to adapt and adjust the normal and critical situation that balances the life without harming others.

Intelligence in terms of emotional as well as spiritual helps the teachers to overcome from all the problems that are facing everyday by teacher. In the light of the above discussion the investigator decided to carry out research on emotional intelligence and spiritual intelligence of school teachers.

OPERATIONAL DEFINITION OF THE TERMS

Spiritual Intelligence: According to the investigator, Spiritual Intelligence is our access to and use of meaning, vision and value in the way that we think and the decision that we make.

Emotional Intelligence: According to the investigator, Emotional Intelligence is the ability to perceive, to integrate, to understand and to reflectively manage one's own and other people's feelings.

School Teachers: According to the investigator, school teacher who are working in the primary, secondary and higher secondary level schools.

OBJECTIVES

The followings are the important objectives of the study.

- To study the level of spiritual intelligence and emotional intelligence of school teachers.
- To find out whether there is any significant difference between spiritual intelligence and emotional intelligence of school teachers with reference to select sub sample- gender.
- To find out whether there is any significant relationship between spiritual intelligence and emotional intelligence of school teachers.

HYPOTHESES

The followings are the important hypotheses of the study.

- The level of spiritual intelligence and emotional intelligence of school teachers is low.
- There is no significant difference between spiritual intelligence and emotional intelligence of school teachers with reference to select sub sample- gender.

- There is no significant relationship between spiritual intelligence and emotional intelligence of school teachers.

LOCATION, SAMPLE AND SAMPLING TECHNIQUE

The present investigation was conducted in Salem District. The population of the present study is the school teachers who are working in selected three higher secondary schools in Salem District. Only 52.32 Percent (90/172) of sample selected from the total population. The sample was selected according to the principle of stratified random sampling technique.

TOOLS AND NORMS

Spiritual intelligence scale was developed by Vadivelu (2009). It consists of thirty statements with four point rating scale (never, rarely, frequently, and always) based on Likert's scale type with respect to frequency. It consisted of thirty statements The maximum score of the research tool was 120 and the minimum score was 30. The Split half reliability and intrinsic validity of the values for the research tool spiritual intelligence tool were 0.7977 and 0.8931.

Emotional intelligence scale was developed by Anukool Hyde and Sanjyot Pethe (2001). It consists of thirty statements with five point rating scale (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree) based on Likert's scale type with respect to agreement. It consisted of thirty statements and all statements were positive in nature. The maximum score of the research tool was 150 and the minimum score was 30. The Split half reliability and intrinsic validity of the values for the research tool emotional intelligence tool were 0.6494 and 0.8058.

After getting discussion with the subject experts and jurie opinion, the level of spiritual intelligence and emotional intelligence scale were segregated into high, average and low levels based on the M±1σ(Mean±Standard Deviation) distribution properties of the normal probability curve which contributes 68.26 percentages of area in its total distribution.

DESCRIPTIVE ANALYSIS

Table - 1.1

Showing the Mean, S.D Values of the Entire Sample with Respect to Spiritual Intelligence and Emotional Intelligence of Teachers

Main Variables	N	Mean	S.D	Level
Spiritual Intelligence	90	77.18	13.15	Average
Emotional Intelligence	90	101.72	16.16	Average

The above Table.1.1 shows that mean (77.18) and standard deviation (13.15) values of spiritual intelligence of school teachers. Therefore the result reveals that for the whole sample, the school teachers have average spiritual intelligence. The above table shows that mean (101.72) and standard deviation (16.16) values of emotional intelligence of school teachers. Therefore the result reveals that for the whole sample, the school teachers have average emotional intelligence.

DIFFERNTIAL ANALYSIS

Table - 1.2

Showing t -Test Values for the Spiritual Intelligence and Emotional Intelligence Scores of Male and Female Teachers

Variables	Gender	N	Mean	SD	t-Test
Spiritual Intelligence	Male	45	74.13	11.157	2.245
	Female	45	80.22	14.375	
Emotional Intelligence	Male	45	98.58	13.954	1.871
	Female	45	104.87	17.716	

df=88, Table t- Value -1.96 at 0.05 levels

From the above Table.1.2, in the case of spiritual intelligence, the t-value is found to be 2.245 and it is greater than the table value of 1.96. Hence it is significant at 0.05

levels. Hence, null hypothesis is rejected and research hypothesis is accepted. To sum up male and female teachers differ significantly in their spiritual intelligence. From the above Table 1.2, in the case of emotional intelligence, the t-value is found to be 1.871 and it is lesser than the table value of 1.96. Hence it is not significant at 0.05 levels. Hence, null hypothesis is accepted and research hypothesis is rejected. To sum up male and female teachers do not differ significantly in their emotional intelligence.

Gender has significant influence on the spiritual intelligence. In the case of gender, female teachers (80.22) scored higher mean value than male teachers (74.13) in their spiritual intelligence score. So, female teachers have high spiritual intelligence than male teachers. Gender has no significant influence on the emotional intelligence. In the case of gender, female teachers (104.87) scored higher mean value than male teachers (98.58) in their emotional intelligence score. So, female teachers have high emotional intelligence than male teachers.

CORRELATION ANALYSIS

Table - 1.3

Correlation Coefficient for Spiritual Intelligence and Emotional Intelligence Scores of Whole Sample

Main Variables	N	R Calculated value	R Tabulated value	Level of Significance
Spiritual Intelligence	90	0.316**	0.081	Significant at 0.01 Level
Emotional Intelligence				

From the Table.1.3, it is evident that the obtained r-value 0.316 is found to be greater than the table value of 0.081 at 0.01 level of significance. Therefore, the null hypothesis is rejected. It reveals that there is significant relationship exists between spiritual intelligence and emotional intelligence of school teachers.

RECOMMENDATIONS

Based on the findings, the following are the important recommendations by the investigator to improve spiritual and emotional intelligence of school teachers. Teachers must keep the inner peace and self-control in adverse situation at workplace and classroom. Yoga is physical technique that can help teachers' improve spiritual wellness by reducing emotional and physical strains on mind and body. Yoga helps to lower stress, boost the immune system and lower blood pressure as well as reduce anxiety, depression, fatigue, and insomnia. Regular yogic practices improve health promotion and lifestyle wellness of the individual. Self-awareness is the ability to managing stress and the first step to building emotional intelligence. The science of attachment indicates that current emotional experience is likely a reflection of our early life experience. Our ability to manage core feelings such as anger, sadness, fear, and joy often depends on the quality and consistency of your early life emotional experiences. Apart from the teaching effectiveness, the school management also considers emotional intelligence and maturity for the teachers at the time of appointment.

CONCLUSIONS

Teachers with high spiritual intelligence have an ability to reframe, and to see things in a wider context. So, the teachers should enhance their holistic thinking and engages the whole person - teaching students to think critically and creatively for themselves. High spiritual intelligence increases the effectiveness of teachers. It can be enhanced and that will enable them to teach with seeing larger patterns and relationships in their personal and professional life. Working well with others is a process that begins with emotional awareness and emotional intelligence is an ability to recognize and understand what other individuals are experiencing. Once emotional intelligence is in play, teacher can effectively develop additional social/emotional skills that will make relationships more effective, fruitful, and fulfilling.

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ATTITUDE OF TEACHERS AND STUDENT TEACHERS TOWARDS INCLUSIVE EDUCATION

**** K.Anitha***

Abstract

Inclusive education is a relatively recent phenomenon in the field of education, yet it has quickly become a major global movement and it has been used to refer the placement of students with special educational needs in ordinary classrooms alongside their peers. The teachers' attitude towards inclusive education in its all aspects also represents a very important issue because it is one of the main factors which can contribute in a valuable way to the appropriate implementation of its principles. In any educational change, teachers are considered to be the 'change makers' which means that teachers are able to bring changes in education and that educational change mainly depends upon the Teachers' belief, attitude, knowledge and practice. The attitudes of teachers then have an impact on successful implementation or rejection of any programme. Hence the present study aimed to explore the primary and secondary school teachers' attitude towards inclusive education in which descriptive survey method has been adopted and researcher made attitude scale was administered to collect data from the samples of 174 teachers and 342 student teachers. Descriptive and differential analyses were used to analyse the data and results disclosed that teachers and student teachers have positive attitude towards inclusive education.

Key Words: *Inclusive Education, School Teachers, Attitude and Special Educational Needs.*

INTRODUCTION

The inclusion of children with special needs in educational settings has become a primary service option since the adoption of the UNESCO's Salmanca

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statement and framework for action of special needs education (UNESCO, 1994). Inclusive education is a relatively recent phenomenon in the field of education, yet it has quickly become a major global movement and it has been used to refer the placement of students with special educational needs in ordinary classrooms alongside their peers (Erten & Savage, 2018). Although inclusion may mean different things to different people, it is generally believed to mean the extent to which a school or community welcomes children with special needs as full members of the group and values them for the contribution which they make. Inclusion, or inclusive education, is a broad concept referring to a unified education system that supports academic and social outcomes for all students (Miles & Singal, 2010). Inclusive education means including children with disabilities in regular classrooms that have been designed for children without disabilities (Kugelmass, 2014). It is an educational practice based on the social premise of justice that advocates for equal access to educational opportunities for all children regardless of their physical, intellectual, social and learning disability (Loreman, 2018).

CONCEPT OF INCLUSIVE EDUCATION

The term inclusive education refers the integration of children with special educational needs as part of the mainstream class in which children with special educational needs are educated alongside their peers in mainstream schools. The National Curriculum Framework for School Education in India recommended inclusive schools for providing quality education to all students without any specific reference and learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000). Inclusion means the process of educating children with special educational needs alongside their peers in mainstream schools (MHRD, 2003). Inclusive education gives an opportunity to non-disabled pupils to share with peers who are different in one way or another and to learn, to accept and respect their “differences”. Disabled pupils, in their turn, have the opportunity to become part of the school community and get “realistic” idea of what a multiform competitive society looks like as well as their own possibilities and limitations.

NEED FOR INCLUSIVE EDUCATION IN INDIA

Some of the important facts with regard to need for inclusive education in Indian scenario are as follows:

- The special school as well as integrated education programmes are only a few in numbers and cannot serve all disabled children.
- As far as the standardized models of integration are concerned, one specialist teacher serves 8 to 10 disabled children of the same category. This approach is not practical in rural areas.
- The extent of disability in each category ranges from mild to severe and sometimes there are profound cases. The mild and moderate cases are more in number than the severe and profound cases and they depend on the general education system.

As a result, inclusion is inevitable for these children from rural areas. Indian policies and commissions like Sargent Report (1944) , The National Education Commission (1964 -66), National Policy on Education (1986), Bahrul Islam Committee (1988), Programme of Action (1992), Persons with Disabilities Act (1995), District Primary Education Programme (DPEP), Action Plan for Inclusive Education of Children and Youth with Disabilities (IECYD -2005), Sarva Shiksha Abhiyan and National Policy for Persons with Disabilities(2006) lays emphasis on promoting inclusive education in India.

TEACHERS ATTITUDE AND INCLUSIVE EDUCATION

In any educational change, teachers are considered to be the 'change makers' which means that teachers are able to bring changes in education and that educational change mainly depends upon the Teachers' belief, attitude, knowledge and practice. The principle 'Zero Reject' stipulates that students with special educational needs should not be denied the opportunity to receive education in a school of his own choice. This zero rejection of children with educational needs is possible only when the teachers have positive attitude towards inclusive education. Hence the present study aimed to explore the primary and secondary school teachers' attitude towards inclusive education.

STUDIES RELATED TO TEACHERS ATTITUDE TOWARDS INCLUSIVE EDUCATION

Related studies revealed the fact that that there has been a controversy in teachers' attitude towards inclusive education. Teachers have positive attitudes towards inclusive education and inclusive education enhances social interaction and inclusion among the students which minimizes negative stereotypes on special needs students (Ali; Mustapha & Jelas, 2006; Alois Ghergut, 2010; Ecaterina, 2012). Experienced teachers have more positive attitudes than teachers with less experience towards inclusive education (Mahmoud & Hemdan,2011; Avramidis, Bayliss & Burden,2000). Teachers who have a more frequent contact with people with disabilities have a more positive attitude towards inclusion than those who experienced little contact (Forlin; Tait; Carroll & Jobling, 1999). Regular and special educators have more favorable attitudes towards inclusion after their in-service training towards inclusion (Dickens & Smith, 1995) whereas it is generally stated teachers felt difficulty in working with disabled students and they showed unfavorable attitudes towards inclusion and its principles. Related studies supported the idea that teachers perceive students with behavioural or emotional disorders as being more difficult to work with in the classroom than the other children with different disabilities (Chhabra; Srivastava & Srivastava, 2010). The main reason is that they did not have sufficient training to deal with these inclusive educational activities (Hay; Smit; Paulsen, 2001).Teachers are not familiarized to teaching heterogeneous learners in a single classroom and Ahsan and Burnip (2007) mentioned that teachers are not willing to teach learners with special educational needs together with normal students.

STUDIES RELATED TO STUDENT TEACHERS' ATTITUDES TOWARDS INCLUSIVE EDUCATION

Winzer (1984) reported that student teachers hold positive attitudes only towards a limited form of integration. Similarly, Wilczenski 's study (1991) indicated that in general, education students favour the idea of integration and are willing to teach in regular classes those students whose handicaps do not inhibit their own learning or the learning of others. A study by Ward and Le Dean (1996) revealed that prospective

teachers hold differing attitudes about school placements based upon the nature of the students' disabilities. Elias Avramidis ; Phil Bayliss & Robert Burden (2000) revealed that student teachers showed positive attitude towards inclusive education. The above studies indicated that prospective teachers, have positive attitude towards inclusive education.

OBJECTIVES

The objectives of the present study are,

- To identify whether teachers and student teachers have positive attitude towards inclusive education or not.
- To find out the differences in the attitude of teachers towards inclusive education with respect to their Gender, Age, Locality of teachers, Nature of school and Board of school.
- To find out the differences in the attitude of student teachers towards inclusive education with respect to their Gender, Locality of student teachers and Nature of Discipline (Arts/Science).

HYPOTHESES

The following hypotheses are framed based on the objectives of the study.

- The teachers have positive attitude towards inclusive education.
- There is no significant difference exists in the attitude of teachers towards inclusive education with respect to their Gender, Age, Locality, Nature of school and Board of school.
- There is no significant difference exists in the attitude of student teachers towards inclusive education with respect to their Gender, Locality and Nature of Discipline (Arts/Science).

METHODOLOGY

In the present study the investigator has preferred descriptive survey method to identify the attitude of teachers and student teachers towards Inclusive Education and also to analyse the differences among their attitude towards Inclusive Education. The sample was drawn from 174 teachers working in mainstream schools and 342 student teachers in

Dharmapuri district of Tamilnadu state. Researcher made Likert type attitude scale which has an acceptable alpha coefficient reliability value of 0.68 was administered to collect data from the sample. In order to test the hypotheses the collected data were analysed by using descriptive (mean and standard deviation) and differential analysis ('t' test).

STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

In the present investigation descriptive statistics is used to identify whether the teachers and student teachers show positive or negative attitude towards inclusive education and differential statistics is used to analyse the difference in their attitude towards inclusive education with respect to some specified demographic variables.

Table - 1

Differences in the Attitude of Teachers towards Inclusive Education

Demographic Variable		N	Mean	S.D	't'- ratio
Gender	Male	78	64.30	10.91	2.78 **
	Female	96	69.59	14.39	
Age	Below 30	99	65.96	11.35	3.84 **
	Above 30	75	72.08	14.04	
Locality of Teachers	Rural	113	68.04	12.37	1.06
	Urban	61	66.86	09.39	
Nature of School	Primary	69	67.97	12.02	1.74
	Secondary	105	69.24	10.27	
Board of School	State	107	73.78	16.37	4.87 **
	Matriculation	67	63.06	18.08	

*** Significant at 0.01 level*

Statistical analysis from the above table disclosed that teachers in mainstream schools show positive attitude towards inclusive education but not very high. Attitude of teachers in relation with their gender revealed that female teachers have more positive attitude towards inclusive education than male teachers. In relation with age, teachers with more than thirty years of age showed more favourable attitude towards inclusive education than teachers with below thirty years of age group and teachers who are

working in state board of school have more positive attitude than their counterpart in matriculation schools. The calculated‘t’ values are higher than the table value at 0.01 level of significance with respect to teachers gender, age, and board of school which showed that statistically significant difference existed between the groups. Analyses based on locality of teachers and nature of school in which they are working revealed that teachers have favorable attitude towards inclusion of inclusive education in mainstream school and also they do not differ significantly in their attitude.

Table - 2

Differences in the Attitude of Student Teachers towards Inclusive Education

Demographic Variable		N	Mean	S.D	‘t’- ratio
Gender	Male	155	67.04	10.68	4.02 **
	Female	187	72.08	11.08	
Locality of Student Teachers	Rural	208	69.12	12.06	1.48
	Urban	134	68.98	09.14	
Nature of Discipline	Arts	194	67.96	11.46	1.76
	Science	148	69.08	12.78	

*** Significant at 0.01 level*

It is revealed from the table 2 that student teachers have positive attitude towards inclusive education. There is a significant difference existed between male and female student teachers. The calculated t value 4.02 is higher than the table value at 0.01 level of significance. Based on the locality of student teachers and their nature of discipline there is no significant difference existed.

RESULTS AND DISCUSSION

Result from the analyses revealed that teachers and students teachers have positive attitude towards inclusive education. There is a significant difference existed between the teachers groups with respect to their gender , age and board of school and do not differ with respect to the locality of teachers and nature of schools. Based on student teachers, there is a significant difference existed between male and female student teachers but there is no significant difference existed between the groups with respect to their locality their nature of discipline which they studied. Though teachers have

favourable attitude towards inclusive education, they felt that inclusion of students with special needs increase difficulties in restructuring of the curricula, teaching methods, preparation of time for preparing the educational activities, their involvement and responsibility and administrative support to meet the needs of students with disabilities. More number of teachers felt that inclusive education enhances social skills of student with disabilities as well as improves better understanding among students with and without disabilities. It is suggested that, in order to make inclusion education more successful, the teachers and administrators should have most favorable attitude wards inclusion and they have to foster a favourable environment, classroom climate, human and infrastructure facilities in mainstream schools which embraces the accomplishment and achievement of all students. Teachers in regular schools should be provided with proper training and in-services programmes to prepare them and increase their competencies in teaching students with disabilities in their classroom. They should have collaborative interactions with teachers in special education schools to meet the challenges in inclusive education. Though the student teachers have positive attitude towards inclusive education they should be given special training to meet the challenges in teaching students with special educational needs in future.

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AWARENESS OF PRIMARY SCHOOL TEACHERS IN IDENTIFYING STUDENTS WITH SPECIFIC LEARNING DISABILITIES

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Abstract

This study aimed to investigate the awareness of primary school teachers in identifying students with Specific Learning Disabilities (SLD). In this descriptive research, 124 primary school teachers were randomly from primary schools at Erode district of Tamilnadu state. The researcher has adapted learning disability identification scale constructed by Arthaud Tamara which has 50 items covered five specific areas of learning disability (Dyslexia, Dyscalculia, Dysgraphia, Dysphasia and Nonverbal Learning Disabilities). The reliability coefficient was found to be 0.82 that showed a high level of the scale's internal consistency. Data were analyzed by using descriptive and differential analysis. The result showed that teachers have moderate level of awareness on specific learning disabilities and have appropriate knowledge on Dyslexia, Dyscalculia and Dysgraphia whereas they were not much aware of identification of students with Dysphasia and Nonverbal Learning Disabilities. Results also showed that significant differences existed in the mean scores of different groups based on the demographic variables.

***Key Words**: Specific Learning Disability and Primary School Teachers.*

INTRODUCTION

Learning disability is one of the most complicated disorders introduced to the area of psychology and teaching of exceptional children. Despite having normal Intelligent Quotient (IQ) and not having any kinds of physical or emotional problems, students with learning disability suffer from learning disorders and their educational and learning

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performance are considerably different from what is expected from them (Corck 2003., & Bander, 2011). Many of these students become disappointed because they fail to succeed in their education and eventually quit school early. Furthermore, if their problems are not recognized and suitable interfering programs are not provided, the risk of some disorders like depression, anxiety and delinquency increases for these children (Trute, et. al. 2008).

The prevalence of specific learning disabilities (SLD) in different regions of the world is estimated from 3 to 12 percent and teachers, who have classes of 20 to 25 students in each, may have at least one, two or more students with learning disabilities (Hallahan et al 2005). The estimation of learning disability in the population of school children ranges from the lowest estimation about 2% to the highest estimation about 20-40% (Mercer and Powlen 2011). Therefore, due to the abundance and prevalence of students with learning disabilities at schools- mainly primary schools- it seems necessary for primary school teachers to be increasingly familiar with the learning disability phenomenon more than other teachers and be able to identify these kinds of students in their classes via the scientific criteria and in the most favorable manner (Solis et al 2011). As the executives of educational programs at schools, teachers have two important roles: firstly. They play the most outstanding and important role in children's learning and secondly, they are the providers and makers of an educational environment for students' learning. In this regard in addition the familiarity of teachers with educational methods, their awareness of problems and educational and behavioral insufficiency of students is of great importance (Niknami, 1999).

Due to abundance of students with learning disability in every school (mainly primary school) and the possibility of the existence of one or several students with learning disability (incapable of reading, writing, spelling, calculating and etc.) in each class, school authorities - especially primary school teachers- are required to be familiar with learning disabilities more than others in order to identify these kinds of students in their class and take appropriate and timely educational and rehabilitation measures (Osmen 2008, Jitendra 2011). In line with this, Jeromy (2007) emphasized the role of informed and experienced teacher in identifying students with learning disabilities and in making improvements in their performance. Furthermore, he identified the level of teachers' awareness as effective in recognition, education and prevention of this disorder.

In case the teachers are familiar with different types of students' learning problems, especially learning disability, they can evaluate students with a scientific and conscious perspective and select educational methods and solutions commensurate with problem type and students' characteristics that subsequently leads to the avoidance of many problems. Gersten et al. (2005) revealed that there is a significantly positive relationship between the skill improvements of students with learning disabilities and their teachers' level of awareness. In other words, by recognizing these students and employing particular educational methods for teaching this group of students, the informed teachers provide a lot of improvements in the students' performance and skill. In this regard, Doris and Helmer (2005) emphasized that the teachers attitude and high level of awareness about learning disabilities makes timely diagnosis of this disorder possible. Due to the importance of learning, the significant role of teachers and educating students with learning disabilitie and also teachers' awareness of this issue and early identification of this problem and applying suitable educational and psychological strategies, this article attempts at identifying the awareness of primary school teachers in identifying students with learning disabilities in the region of Erode district of Tamilnadu state.

The present study focused to identify the awareness of the following five specific learning disabilities among the teachers. They are (1) Dyslexia – a language-based disability in which a person has trouble understanding written words. It may also be referred to as reading disability or reading disorder. (2) Dyscalculia – a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts. (3) Dysgraphia – a writing disability in which a person finds it hard to form letters or write within a defined space. (4) Dysphasia – Language disorder marked by deficiency in the generation of speech. (5) Nonverbal Learning Disabilities – a neurological disorder which originates in the right hemisphere of the brain, causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions. In recent years lot of attention is been given to bring awareness among parents and teachers (Shilpa, 2000).

OBJECTIVES

- To find out the level of awareness of specific learning disabilities among the teachers.
- To find out the significant difference in the level of awareness of specific learning disabilities among the teachers based on the selected demographic variables namely Gender, Locality, Nature of School, Educational Qualification, Teaching Experience and Board of School Education.

HYPOTHESES

- The level of awareness of specific learning disabilities is high among the teachers.
- There is no significant difference exists in the level of awareness of specific learning disabilities among the teachers based on the selected demographic variables.

METHODOLOGY

The present study is descriptive in terms of data collection and practical in terms of purpose. The statistical population of the present study is all of the primary school teachers of the Erode region in Tamilnadu state. The 124 teachers were chosen as sample by using random sampling. The researcher has adapted learning disability identification scale constructed by Arthaud Tamara which has 50 items covered five specific areas of learning disability (Dyslexia, Dyscalculia, Dysgraphia, Dysphasia and Nonverbal Learning Disabilities). The reliability coefficient was found to be 0.82 that showed a high level of the scale's internal consistency. The data have been collected by the researcher by getting prior permission from the head masters of the respected schools. In order to analyse the data the researcher has used descriptive (Mean and Standard Deviation - SD) and differential statistics (t test and ANOVA). The analysis of data and results are interpreted as follows.

ANALYSIS OF THE DATA AND INTERPRETATIONS OF RESULTS

HYPOTHESIS 1

The level of awareness of specific learning disabilities is high among the teachers.

Table - 1

Level of Awareness of Specific Learning Disability among the Teachers

Types of Specific Learning Disability	Sample (N = 124)
	Mean
Dyslexia	30.14
Dyscalculia	28.64
Dysgraphia	29.15
Dysphasia	20.08
Nonverbal Learning Disabilities	16.18
Overall	**124.19**

Maximum Mean for Each Dimension is 40. *Overall Mean 5* x *40 =200*

It is observed from the table 1 that the overall level of awareness of specific learning disabilities (SLD) among the teachers is moderate. The mean score differences stated that they have high level of awareness of dyslexia, followed by dysgraphia and dyscalculia; the level is average in dysphasia; and low in nonverbal learning disabilities.

HYPOTHESIS 2

There is no significant difference exists in the level of awareness of specific learning disabilities among the teachers based on the selected demographic variables.

Table - 2

Mean Score Differences in the Level of Teachers' Awareness of Specific Learning Disability Based on the Demographic Variables

Demographic Variable		Sample (N)	Mean	SD	't' / 'F' Value	'p' Value
Gender	Male	53	117.72	14.24	5.98 *	.000
	Female	71	132.59	12.92		
Locality	Rural	59	120.07	14.44	3.43 *	.015
	Urban	65	128.52	12.84		
Nature of School	Government	45	102.83	19.79	13.74 *	.000
	Aided	21	125.53	9.95		
	Private	58	142.47	11.72		
Educational Qualification	D.T.Ed	42	123.98	12.78	2.78 *NS*	.073
	UG with D.T.Ed	57	122.45	13.83		
	D.T.ED and UG with B.Ed	25	125.08	13.29		
Teaching Experience	Below 5 years	39	120.98	14.59	6.27 *	.000
	5-10 years	51	124.05	10.58		
	Above 10 years	34	128.76	12.66		
Board of School Education	State Board	82	120.76	14.31	3.23 *	0.019
	CBSE	42	128.49	11.64		
Overall Sample		**124**	**124.19**	**13.67**		

** = Significance at 0.05 Level - (p < 0.05)*

NS = Not Significance at 0.05 Level - (p > 0.05)

The table 2 showed that the mean score differences in the level of awareness of specific learning disabilities (SLD) among the teachers based on the selected demographic variables. Gender wise analysis stated that, since the calculated P value 0.000 is lesser than 0.05 level of significance, it is stated that there is a significant difference existed between male and female teachers in their level of awareness of SLD.

The mean score (Male - 117.72 and Female- 132.59) difference showed that female teachers' level of SLD awareness is higher than male teachers.

Locality wise analysis stated that, since the calculated P value 0.015 is lesser than 0.05 level of significance, it is stated that there is a significant difference existed between rural and urban locale teachers in their level of awareness of SLD. The mean score (Rural - 120.07 and Urban-128.52) difference showed that urban locale teachers' level of SLD awareness is higher than rural locale teachers.

Analysis based on the nature of school disclosed that, since the calculated P value 0.000 is lesser than 0.05 level of significance, it is stated that there is a significant difference existed in the level of SLD awareness among the teachers. The mean score differences (Teachers in Government school - 102.83 , Aided school -125.53 and Private school - 142.47) stated that teachers working in private schools have higher level of SLD awareness followed by teachers working in aided and government schools.

Analysis based on the teachers' educational qualification stated that, since the calculated P value 0.073 is greater than 0.05 level of significance, it is stated that there is no significant difference existed in the level of SLD awareness among the teachers based on their educational qualifications.

Analysis based on the teachers' teaching experience revealed that, since the calculated P value 0.000 is lesser than 0.05 level of significance, it is stated that there is a significant difference existed in the level of SLD awareness among the teachers. The mean score differences based on teachers' teaching experience (Below 5 years - 120.98, 5-10 years - 124.05 and Above 10 years - 128.76) stated that teachers having above 10 years of teaching experience had higher level of SLD awareness followed by teachers having 5-10 years and below 5 years of teaching experience.

Analysis based on the teachers' working in different school board of education disclosed that, since the calculated P value 0.019 is greater than 0.05 level of significance it is accepted that there is a significant difference existed between teachers working in State board school education and CBSE - Central Board of Secondary Education in their level of SLD awareness. The mean score differences disclosed that teachers working in CBSE schools (128.49) had higher level of SLD awareness than teachers working in State board school education (120.76)

FINDINGS AND DISCUSSION

From this study it is revealed that the overall level of awareness of learning disability among the teachers is moderate. The mean score differences stated that teachers have high level of awareness of dyslexia, dysgraphia and dyscalculia; the level is average in dysphasia; and low in nonverbal learning disabilities. Hence it is stated that teachers do not have much awareness on dysphasia and nonverbal learning disabilities. Results from the gender wise analysis stated that, there is a significant difference existed between male and female teachers in their level of awareness of SLD. The mean score difference showed that female teachers' level of SLD awareness is higher than male teachers. Locality wise analysis stated that there is a significant difference existed between rural and urban locale teachers in their level of awareness of SLD. The mean score difference showed that urban locale teachers' level of SLD awareness is higher than rural locale teachers. Analysis based on the nature of school disclosed that, there is a significant difference existed in the level of SLD awareness among the teachers. The mean score differences stated that teachers working in private schools have higher level of SLD awareness followed by teachers working in aided and government schools.

Results from the analysis based on the teachers' educational qualification stated that there is no significant difference existed in their level of SLD awareness. On the other hand the mean score differences stated that teachers having above 10 years of teaching experience had higher level of SLD awareness followed by teachers having 5-10 years and below 5 years of teaching experience. Result from the analysis based on the teachers' working in different school board of education disclosed that, there is a significant difference existed between teachers working in State board school education and CBSE - Central Board of Secondary Education in their level of SLD awareness. The mean score differences disclosed that teachers working in CBSE schools had higher level of SLD awareness than teachers working in State board school education.

Based on the findings it is stated that even though majority of the teachers had some knowledge about the outcome and treatment of specific learning disabilities, they lack sufficient knowledge specific learning disabilities and its identification strategies. Hence it is recommended that the government should launch awareness programs in all the schools in order to create SLD awareness among the teachers and to encourage their

positive attitudes towards children with learning disabilities. The awareness programs should be developed to provide information about disabilities, their causes and the implications for improvement of life quality. On the other hand, the institutes should arrange orientation programmes, workshops and appropriate training or structured teachers' programs covering aspects of concepts relating to specific learning disabilities and also the diagnosis and identification of those students with learning problems. Guidance and counseling centre's should be made in all schools that is an essential part of the school system. He it is stated as concluding statement that it is the prime responsibility of teachers to make early identification/ diagnosis of learning issues of their students, especially of their learning disabilities or disorder. Early identification of Specific Learning Disability will reduce the impact of SLD on the psychosocial development of students.

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A STUDY ON ATTITUDE TOWARDS TECHNOLOGY ACCEPTANCE AMONG RURAL AND URBAN BED STUDENTS

**** M.Durga***

Abstract

Technology-driven learning is bringing a massive difference to education in rural areas of India. The purpose of the study is to examine the discrepancies of technology acceptance between rural and urban college students of India. This study explored the attitudes of 173 male and female BEd students from rural and urban background in Coimbatore district towards technology acceptance. A seven point Likert scale was constructed to measure the participants' attitudes towards: 1) Perceived Usefulness, 2) Perceived Ease of Use 3) Intention to Use and 4) Computer Self-efficacy. The independent t-test was used to analyze the data. The results showed that in general students' attitude towards technology acceptance do not differ in terms of geographic location. Furthermore, the results indicated that digital inequalities between rural and urban locality did not exist in all four types of variables tested. Discussions about the findings and future directions were also provided.

Key Words: *Internet, Social Media, Students, and Technology Acceptance.*

INTRODUCTION

Technology has become a tool for enhancing human knowledge. In this age of technology development, digital products have become an essential part of individuals' day to day lives, work and entertainment. The impact of technology development has changed communication pattern from a single-way to multi-dimensional in which users become information participants or providers rather than passive receivers. As a result, the new digital ecology has gradually developed. One such technology is the Internet,

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have made significant impact in modern India. According to the Internet and Mobile Association of India (IAMAI), number of internet users in India has reached 354 million as of June 2015.

According to Joo (1999), "the Internet opens classrooms to the world; the Internet opens the world to classrooms". There is a concrete role of internet with computers in society and schools. Internet is used in today for teaching, research, social interaction, and communication & information exchange. As the Internet is widely used for educational settings, learners may have more experiences of utilizing the Internet. Forcier (1996) found that technology and internet reflect support for new dimensions under the perspective of education and explains how students can gain knowledge of it and use it in efficient way. Grabe and Grabe (2001) revealed that there are many ways of Internet access that facilitate the stable, comfort and significant knowledge of students. Due to Internet the worldwide education scenario has been changed now. Many Universities are providing online education to their students all over the world through Internet. In India many of colleges and universities classroom are set to access Internet for lecture delivering.

THEORETICAL BACKGROUND

The Technology Acceptance Model (TAM) was developed by Davis (1989) to understand the usage behavior of information technology. The theory was adopted from Theory of Reasoned Action (Fishbein & Ajzen, 1975). The TAM addresses the issue of how users accept and uses a new technology (Davis, 1989). Based on the beliefs, attitudes, intentions, and behaviors framework, TAM is "specifically meant to describe computer usage behavior…across a broad range of end user computing technologies and user populations" (Davis, et al., 1989). Since then TAM has became a widely applied models for explaining and predicting intentions and acceptance behaviors of computer technologies (Venkatesh, 2000). For more than two decades, TAM has been accepted as a valid model for predicting the acceptance of information technology in work and academics (Chau, 1996; Davis, et al., 1989; Johnson & Hignite, 2000; Kim & Bonk, 2006; Lu, et al., 2003; Mathieson, 1991; Morris & Dillon, 1997; Szajna, 1996; Venkatesh, 2000; Venkatesh & Davis, 2000; Yi & Hwang, 2003).

In addition, the TAM suggests that there are several variables influence the individual's decision to use a new technology and how they will use it. Two major variables influence this decision: perceived usefulness (PU) and perceived ease of use (PEOU) of the relevant technology. Perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance". And perceived ease of use is defined as "the degree to which a person believes that using a particular system would be free of effort" (Venkatesh & Davis, 2000). Since then, TAM has been extended to many context of technology such as perceived enjoyment, intention to use, social influence, computer self-efficacy and perceived belonging to confirm the model's validity.

LITERATURE REVIEW

Mun and Yujong (2003) experimented with students to use Microsoft end-user applications for a period of eight weeks. After a trial period of two weeks, they have identified that students' self-efficacy, enjoyment and learning goal orientation determined the actual use and acceptance of the system. Shen, Laffey, Miller, Rainer and Corley (2003) found that perceived ease of use and perceived usefulness had a significant positive relationship with the amount of time students spend on a course. They also noted that both are significant factors for predicting intention to use the technology. The concept of computer self-efficacy has been shown to be suitable when dealing with a task that demands computer use. Computer self-efficacy has referred to a person's judgment of his/her capability to use a computer in prospective situations (Compeau & Higgins, 1995). Previous studies have shown self-efficacy has been a good predictor to student achievement in online courses, in other words, the more capabilities they used, the more effective the students (Jourdan, 2003; Mylona, 1999; Pan, et al., 2005a; Pan, et al., 2005b).

Research shows that Japanese students at the top ranked high schools tend to use computers in the classroom less frequently than those in other schools. Also, elementary students in the large cities tend to use computers more often than those living in the rural areas, while this trend is reversed in middle grade and high school levels (Benesse Educational Research and Development Center, 2008). In the US, the frequency of

technology use in the classroom does not differ between elementary and secondary schools both in the city and the rural district (Gray et al., 2010). A digital divide between urban and rural areas was reported in several studies. A European survey has identified differences between city and rural regions with rural regions often lacking broadband access (Eurostat (2005). Digital inequalities between rural and urban areas were also reported by Looker and Thiessen (2003), Nikam, Ganesh and Tamizhchelvan (2004), Hubregtse (2005), Ma (2005) and Cooper (2006).

With 1.28 billion people and over 200 million households, India is one of the biggest emerging economies in the world. With the arrival of the technology revolution, India and its villages are slowly but steadily getting connected to each other and the world beyond. As a powerful knowledge economy, India may have been slow to adopt technology, but it certainly has caught up with developed economies and is ahead in important respects. The Government has taken initiative to support rural development by setting up digital libraries, encouraging e-business, e-learning and e-governance. Very little is known, however, about digital divide in India, which suggests that it requires an investigation. This is a particularly interesting moment in Indian history in which to explore the issue, because there has been significant change in technology acceptance. The present study is aimed at investigating the attitude towards technology acceptance among rural and urban BEd students from Coimbatore district.

RESEARCH QUESTION

- Is there any significant attitude difference in terms of perceived usefulness, perceived ease of use, intention to use and computer self-efficacy towards technology acceptance between rural and urban B.Ed students in India?

METHODOLOGY

This study is undertaken by using survey method in which sampled a total of 173 students of rural (*n=107*) and urban (*n=66*) areas from various B.Ed colleges in Coimbatore District. Participation was voluntary and data were collected through a survey questionnaire. The purpose of this study was to identify the differences of four predictors of TAM among rural and urban college students. The four predictors were; (i). Perceived Usefulness (PU), (ii). Perceived Ease of Use (PEOU), (iii). Intention to Use

(IU), and (iv). Computer Self-efficacy (CSE). The researcher adopted measures validated by previous studies. All items used a seven-point Likert scale, where 1 = strongly disagree and 7 = strongly agree. The questionnaire was evaluated for reliability, and all reliabilities were satisfactory (PU = 0.92, PEOU = 0.87, IU = 0.91, & CSE = 0.89). The Cronbach alpha for the entire scale was 0.74.

RESULTS

Table - 1

The Independent Samples t-Test Analysis of Differences in Perceived Usefulness between Rural and Urban Students

	Location	**N**	**Mean**	**SD**	***t***	***P****
Perceived Usefulness	Rural	107	50.03	13.72	1.14	0.26
	Urban	66	52.30	10.90		

**p=<0.05*

The independent t-test analysis indicated that there is no statistically significant difference between rural and urban college students with regarding to perceived usefulness. This means that attitude of rural and urban students towards perceived usefulness are similar.

Table - 2

The Independent Samples t-Test Analysis of Differences in Perceived ease of use between Rural and Urban Students

	Location	**N**	**Mean**	**SD**	***t***	***P****
Perceived Ease of Use	Rural	107	49.44	11.05	1.38	0.17
	Urban	66	51.74	10.06		

**p=<0.05*

Table 2 presents the t-test scores on students (from rural and urban areas) attitude towards perceived ease of use. According to the table, the difference was considered to be not statistically significant, indicating that attitudes of rural and urban students were alike.

Table - 3

The Independent Samples t-Test Analysis of Differences in Intention to use between Rural and Urban Students

	Location	N	Mean	SD	*t*	*P**
Intention to Use	Rural	107	46.64	12.27	1.55	0.12
	Urban	66	49.68	12.85		

**p=<0.05*

Table 3 shows the statistical scores of the student's attitude towards intention to use of technology. The independent t-test revealed that there was no significant difference between attitudes of rural and urban areas in Tamilnadu towards intention to use. This means that attitudes of rural and urban students towards intention to use were similar.

Table - 4

The Independent Samples t-Test Analysis of Differences in Computer Self-Efficacy between Rural and Urban Students

	Location	N	Mean	SD	*t*	*P**
Computer Self-Efficacy	Rural	107	48.45	12.70	0.82	0.41
	Urban	66	50.06	12.33		

**p=<0.05*

Table 4 depicts the statistical scores of attitude towards computer self-efficacy among rural and urban college students. This difference was considered to be not statistically significant. The results show that the students' attitudes of computer self-efficacy were similar between rural and urban students.

DISCUSSION

The study produced several important findings regarding rural and urban students' attitude towards technology acceptance. The result of the study confidently shows that there was no significant difference between the attitudes of rural and urban students towards technology acceptance. In this study, students attitude of technology acceptance did not differ based on geographical locations; interestingly students from both areas hold

positive attitudes toward technology integration and believes technology enhance their performance. Students in both locations generally agree that recent technology innovations were easy to navigate. In terms of students perceptions of their ability to use computers to accomplish a task as well as intention to use computers did not differ between rural and urban students

Since there no significant difference between rural and urban students seems to be important for this age group. As Reddick et al. (2000) explained, youths generally were heavy users when it comes to technologies such as the Internet. While rural and urban youth were equally likely to have used technology innovations, their patterns of use may be differ. An interesting point to note that there may be discrepancies in access to quality internet in rural areas, but the students in rural areas were par with the students in urban areas in most digital related opportunities.

The lack of significance differences might be due to several reasons. First, We Are Social's previous studies about digital use in India (2011, 2012 and 2014) have shown that growth of internet access holds the key to breaking down this digital divide. For example, the 44% growth of active internet users in the past year alone gave an impressive growth figure that contributed to adoption of internet usage across the country (Kemp, 2015). Secondly, A student online behavior report conducted by HT Digital and IMRB shows 93 percent of Indian students access the Internet everyday and 73% of them use the mobile phones to access the Internet, i.e. Indian students not far off from American students where 96 percent of them uses internet for educational content (Khanna, 2014).

CONCLUSION

The overall findings of the study indicated that there were no digital inequalities towards technology acceptance between rural and urban B.Ed students in India. Technology in the rural areas has been hugely accepted by students pursuing their higher studies. Most of the rural students are frequent users of internet. Even though rural India severely suffers from various problems including infrastructure and power, technology attracts the rural students. Computer education gives them the confidence and it narrows down the gap between urban and rural education. Especially the rural students are now

welcoming the idea of using smartphones and are equally comfortable with using technology devices. Online learning or e-learning found to be highly emerging learning tool for modern education in rural India. There were several limitations needs to be acknowledged. This study was restricted to one state in India and was based on self-reported instrument which can be subjectively biased by respondents. In future research, some other geographic areas and demographic characteristics could be considered. Notwithstanding of the limitations, the findings of the study provides the clear evidence that India truly bridge the digital divide among youth.

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SOCIAL MATURITY OF STUDENT TEACHERS IN B.ED COLLEGES

**** Dr. S. Sujatha***

Abstract

Education should spell out the kinds of desirable changes needed by the society and how these changes are to be brought among the students. For this, education should become the integral part of social development. When education assumes this responsibility and provides adequate knowledge on various issues of the society, students' cognitive and social development will grow more and more by adapting to the changing society and in turn, they flourish as a socially matured person. An attempt is made to study the social maturity of student teachers with respect to major subject, marital status, family structure and family income per annum. A standardized tool, Social Maturity Scale developed by Dr. Nalini Rao (2002), was employed for the study. This scale measures social maturity through 90 statements. It is a five point likert scale ranging from strongly agree to strongly disagree. There are 23 positive items scoring 5 to1 and 67 negative items scoring 1 to 5 in reverse order. The Researcher employed a descriptive survey among a random sample of 108 student teachers of Self Financing B.Ed Colleges of Education from Avadi. The sample consisted of different sub-samples based on major subject, marital status, family structure and family income per annum. The results of the study revealed that there is significant difference in social maturity of student teachers with respect to their marital status and family structure. There is no significant difference in social maturity of student teachers with respect to their Major subject and Family income per annum.

Mention key words.

Key Words: *Social Maturity, Student Teachers and Family Structure.*

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INTRODUCTION

Education should spell out the kinds of desirable changes needed by the society and how these changes are to be brought among the students. For this, education should become the integral part of social development. When education assumes this responsibility and provides adequate knowledge on various issues of the society, students' cognitive and social development will grow more and more by adapting to the changing society and in turn, they flourish as a socially matured person. A person having a quality of friendliness and adjustable nature is considered a socially mature person. In that way, education should help the students to develop the ability to face social problems according to the changing nature of the social environment. Dinesh, kumar & Ritu (2013) conducted a study on "A study on Social Maturity of Senior Secondary School students in Relation to the personality." The main objective of this study was to know the relationship between social maturity and personality of senior secondary school students. The study found that there is a positive relationship between social maturity and personality of senior secondary school students. Chand (2007) conducted a study on "A study on social maturity among student teachers." It was found that both male and female student teachers belonging to rural and urban localities did not differ from each other on personal adequacy and interpersonal adequacy dimensions of social maturity. Social Maturity is the indication of mastery in social behaviour in terms of human relationship, social techniques and social institutions. A socially mature teacher becomes self-reliant in the sense that he develops self direction of effort and learns efficiency to use his time, control his emotions, develops sense to deal with the different people in the society and develop gentle personal relationships. The Researcher hence felt the need of doing research on Social maturity of student teachers..

VARIABLES

The main variable in the present study is Social maturity and the demographic variables are major subject, marital status, family structure and family income per annum of the student teachers.

OBJECTIVES

- To find the level of Social maturity of student teachers with regard to major subject, marital status, family structure and family income per annum.

HYPOTHESES

- The level of social maturity is high among student teachers.
- There is no significant difference in the Social maturity of student teachers with respect to their major subject.
- There is no significant difference in the Social maturity of student teachers with respect to their marital status.
- There is no significant difference in the Social maturity of student teachers with respect to their family structure.
- There is no significant difference in the Social maturity of student teachers with respect to their family income per annum.

METHODOLOGY

The Researcher employed a descriptive survey among a stratified random sample of 108 student teachers of Self Financing B.Ed Colleges of Education from Avadi. The sample consisted of different sub-samples based on major subject, marital status, family structure and family income per annum.Social maturity scale standardized by Dr. Nalini Rao (2002) was used for the study. This scale measures social maturity through 90 statements. It is a five point likert scale ranging from strongly agree to strongly disagree. There are 23 positive items scoring 5 to 1 and 67 negative items scoring 1 to 5 in reverse order. The reliability and the validity of the Social Maturity Scale was found to be 0.79 and 0.89 respectively.The researcher employed statistical techniques Mean, Standard deviation and t -test to compare the Social maturity of student teachers with respect to major subject, marital status, family structure and family income per annum.

ANALYSIS AND INTERPRETATION OF THE DATA

In the present study the data collected were analyzed. The sample was categorized based on their major subject, marital status, family structure and family income per

annum. The data collected in the present study were analyzed by percentage analysis and t test using SPSS.

HYPOTHESIS 1

The level of social maturity is high among student teachers.

Table - 1

Level of Social Maturity among Student Teachers

S.No	Level of Social Maturity	Number	Percentage (%)
1	High	69	63.9
2	Moderate	31	28.7
3	Low	8	7.4

The analysis showed that 63.9 % of the student teachers were found to have high social maturity, 28.7 % moderate level of social maturity and 7.4 % low level of social maturity.

HYPOTHESIS 2

There is no significant difference in the Social maturity of student teachers with respect to their Major subject.

Table - 2

Difference in the Social Maturity among Student Teachers with Respect to their Major subject

Major Subject	N	M	S.D	t Value	P Value
Arts	47	290.42	12.42	1.001	0.319
Science	61	293.80	22.21		

(*Significant at 0.05 level)

From the table 2, since the calculated p value (0.319) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance . It is concluded that there is no significant difference in the Social maturity among student teachers with respect to their major subject.

HYPOTHESIS 3

There is no significant difference in the Social maturity among student teachers with respect to the Marital status.

Table - 3

Difference in the Social Maturity among Student Teachers with Respect to the Marital Status

Marital status	N	M	S.D	t Value	P Value
Unmarried	72	289.41	19.58	2.353	0.020*
Married	36	298.16	15.07		

(*Significant at 0.05 level)

From the table 3, since the calculated p value (0.020) is lesser than 0.05, the null hypothesis is rejected at 0.05 level of significance. It is concluded that there is significant difference in the Social maturity among student teachers with respect to their marital status. The mean scores of social maturity of married student teachers are found to be more than that of unmarried student teachers.

HYPOTHESIS 4

There is no significant difference in the Social maturity among student teachers with respect to their Family structure.

Table - 4

Difference in the Social Maturity among Student Teachers with Respect to their Family Structure

Family structure	N	M	S.D	t Value	P Value
Joint family	34	300.17	18.22	3.086	0.030*
Nuclear family	74	288.72	17.75		

(*Significant at 0.05 level)

From the table 4, since the calculated p value (0.030) is lesser than 0.05, the null hypothesis is rejected at 0.05 level of significance . It is concluded that there is significant difference in the Social maturity among student teachers with respect to the family structure. The mean scores of social maturity of student teachers in joint family are found to be more than that of student teachers in nuclear family.

HYPOTHESIS 5

There is no significant difference in the Social maturity among student teachers with respect to their Family income per annum.

Table - 5

Difference in the Social Maturity among Student Teachers with Respect to their Family Income Per Annum

Family Income Per Annum	N	M	S.D	t Value	P Value
Below One Lakh	24	290.25	15.46	0.704	0.485
Above One Lakh	84	292.92	19.44		

(*Significant at 0.0 5 level)

From the table 5, since the calculated p value (0.485) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the Social maturity among student teachers with respect to the family income per annum.

FINDINGS

On the basis of the analysis and Interpretation of data , the investigator has arrived at the following findings, the level of social maturity is high among student teachers.

- There is no significant difference in the Social maturity of student teachers whose major subject is arts and science.
- There is significant difference in the Social maturity among unmarried and married student teachers. The mean scores of social maturity of married student teachers are found to be more than that of unmarried student teachers.

- There is significant difference in the Social maturity among student teachers from joint and nuclear family. The mean scores of social maturity of student teachers in joint family are found to be more than that of student teachers in nuclear family.
- There is no significant difference in the Social maturity among student teachers whose family income per annum are below one lakh and above one lakh.

EDUCATIONAL IMPLICATIONS

Social Maturity does not require the formal joining of a group. It is a personal commitment each individual must make as to the attitude that will influence their daily lives. They can opt for the socially immature attitude of self centeredness or they can opt for the socially mature attitude of genuine concern for the total well being of each other. Teacher educators in Colleges of education should play vital role in developing the skills of emotional intelligence and social maturity through implementing programmes like seminars, special lecture and various life skills training programme.

CONCLUSION

The investigator has attempted to study the Social maturity of student teachers in B.Ed colleges of Education. The results of the study revealed that there is significant difference in social maturity of student teachers with respect to their marital status and family structure. There is no significant difference in social maturity of student teachers with respect to their major subject and family income per annum.

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LEARNING STYLES OF UNDERGRADUATE STUDENTS IN ERODE DISTRICT

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Abstract

This study is aimed to investigate the learning styles of under graduate students in Erode district of TamilNadu. The rating scale is used to identify the level of learning style among UG students. The sample of this study was 360. It was collected by using random sampling technique. Descriptive and Differential analysis were used to analysis the data and test the hypotheses. The results revealed that there is no difference in gender and locality of students in their learning styles. There is a difference in their learning styles with respect to their stream of study and also difference existed with respect to their preparation of competitive exams.

Key Words: *Learning Styles and UG Students.*

INTRODUCTION

Learning styles are different methods of learning or understanding new information. That is the way a person takes in, understands, expresses and remembers information. According to Dunn and Dunn, "Learning styles is the way individuals concentrate on, absorb and retain new or difficult materials or skills". The students' communities in the college level are taught through lecture method. For preparing for the university examination, the students may follow different type of learning style. While learning the content in the class room they may follow one of the learning styles viz.,

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visual learning, auditory learning, kinesthetic learning, individual learning and group learning.

SCOPE

The present study will create awareness among the students community in the college level on different type of learning style. The student may understand what type of learning style would enhance their academic achievement. The educational authorities, the teaching faculties and students may understand the importance of the learning style and also how to improve their learning .

OBJECTIVES

- To find out the significant difference in the dimensions of learning style and quantitative aptitude of the undergraduate students with respect to the demographic variables such as,
  - Gender – Male/Female
  - Locality of students- Rural/Urban
  - Stream of study – Language/Arts/Science/Management
  - Preparation for the competitive examination –Preparing/Not Preparing

HYPOTHESES

The following hypotheses are formulated for the study

- There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their gender.
- There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their locality of students. .
- There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their stream of study.
- There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their preparation for the competitive exam.

METHODOLOGY

Survey method is followed in this study. The following demographic variables gender, locality of the students, stream of study, preparation of competitive examination are used in the resent study. The researcher collected data from 360 undergraduate

students in various Arts and Science colleges in Erode District. The sample was selected by using random sampling technique. The rating scale for learning style consists of 31 items in five dimensions with four point scale i.e., Strongly Agree, Agree, Disagree and Strongly Disagree and the scores are allotted as 4, 3, 2, and 1 respectively. Test-retest method was used to established reliability. The standardization norms of the tools were established. Descriptive and differential analyses were used to analyse the data.

HYPOTHESIS TESTING

HYPOTHESIS 1

There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their gender.

Table - 1

Differences in the Dimensions of Learning Style between Male and Female Undergraduate Students

Variable	Learning Style	Sub Variable	N	Mean	SD	't' Value	P Value	Result
Gender	Visual Learning	Male	187	21.73	3.08	0.53	0.59	NS
		Female	173	21.55	3.20			
	Auditory Learning	Male	187	20.00	3.92	0.64	0.51	NS
		Female	173	19.72	4.18			
	Kinesthetic Learning	Male	187	19.77	3.60	0.36	0.72	NS
		Female	173	19.90	3.44			
	Group Learning	Male	187	17.20	3.19	0.76	0.44	NS
		Female	173	16.95	2.84			
	Individual Learning	Male	187	15.86	3.39	0.51	0.60	NS
		Female	173	15.68	2.97			
	Total Learning Style	Male	187	94.05	13.39	0.28	0.77	NS
		Female	173	93.61	12.46			

* NS = Not significant

The above table shows the t and P value of the all the dimension of the learning styles between male and female undergraduate students. The calculated P values (0.59;

0.51; 0.72; 0.44; 0.60 and 0.77) are greater than 0.05 and those are not significant at 0.05 level.

Hence the formulated hypothesis "there is no significant difference in the dimensions of learning style of the undergraduate students with respect to their gender is accepted.

It is inferred that the male and female undergraduate students do not differ in the dimensions of learning style.

HYPOTHESIS 2

There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their locality of the student.

Table - 2

Differences in the Dimensions of Learning Style of the Undergraduate Students with Respect to their Locality

Variable	Learning Style	Sub Variable	N	Mean	SD	t Value	P Value	Result
Locality of the students	Visual learning	Rural	179	21.45	3.09	1.17	0.24	NS
		Urban	181	21.83	3.18			
	Auditory learning	Rural	179	19.44	4.26	1.99	0.04*	Sig
		Urban	181	20.28	3.78			
	Kinesthetic learning	Rural	179	19.49	3.36	1.83	0.07	NS
		Urban	181	20.17	3.65			
	Group learning	Rural	179	16.68	2.98	2.56	0.01*	Sig
		Urban	181	17.48	3.03			
	Individual learning	Rural	179	15.63	2.92	0.86	0.38	NS
		Urban	181	15.92	3.43			
	Total learning style	Rural	179	92.20	12.65	2.37	0.01*	Sig
		Urban	181	95.45	13.05			

* S =Significant NS = Not Significant

The above table shows the t and P value of the all the dimension of the learning styles between rural and urban undergraduate students. The calculated P values for Visual learning, kinesthetic learning and Individual learning (0.24; 0.07 and 0.38) are

greater than 0.05 and those are not significant at 0.05 level. At the same time the calculated P value for Auditory learning, Group learning and overall learning style i.e., (0.04, 0.01 and 0.01) are less than 0.05 and those are significant at 0.05 level. Hence the formulated hypothesis "there is no significant difference in the dimensions of learning style of the undergraduate students with respect to their locality is not accepted. It is inferred that the rural and urban undergraduate students do not differ in the dimensions of visual, kinesthetic and individual learning whereas they differ the rest of the dimensions viz., auditory learning and Group learning.

HYPOTHESIS 3

There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their stream of study.

Table - 3

Differences in the Dimensions of Learning Style of the Undergraduate Students with Respect to their Stream of Study

Variable	Dimension of Learning	Group	Sum of Squares	Df	Mean Square	F	P Value	Result
Stream of study	Visual Learning	Between Within Total	184.89 3361.30 3546.19	3 356 359	61.63 9.44	6.52	0.00	S
	Auditory Learning	Between Within Total	942.82 4942.77 5885.59	3 356 359	314.27 13.88	22.63	0.00	S
	Kinesthetic Learning	Between Within Total	1005.75 3458.24 4464.99	3 356 359	335.25 9.71	34.51	0.00	S
	Group Learning	Between Within Total	188.71 3113.61 3302.32	3 356 359	62.90 8.74	7.19	0.00	S
	Individual Learning	Between Within Total	254.68 3407.53 3662.21	3 356 359	84.89 9.57	8.86	0.00	S
	Total Leaning style	Between Within Total	6264.49 53854.76 60119.24	3 356 359	2088.16 151.27	13.80	0.00	S

*S = Significant

The above table shows that the F and P value of the all the dimension of the learning styles among the undergraduate students with respect to their stream of study. The calculated P values for all the dimension of learning style are 0.00 and they are less than 0.01 and those are significant at 0.01 level. Hence the formulated hypothesis "There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their stream of study is not accepted.

It is inferred that the undergraduate students differ in the dimensions of learning style with respect to their stream of study.

HYPOTHESIS 4

There is no significant difference in the dimensions of learning style of the undergraduate students with respect to their preparation for the competitive exam

Table - 4

Differences of the Undergraduate Students in their Dimensions of Learning Style with Respect to their Preparation for the Competitive Exam

Variable	Learning Style	Preparation for the Competitive Exam	N	Mean	SD	t Value	P Value	Result
Preparation for the competitive examination	Visual Learning	Preparing	185	22.68	2.82	6.85	0.00	S
		Not preparing	175	20.54	3.09			
	Auditory Learning	Preparing	185	20.75	3.93	4.39	0.00	S
		Not preparing	175	18.92	3.96			
	Kinesthetic Learning	Preparing	185	20.98	2.93	6.74	0.00	S
		Not preparing	175	18.61	3.69			
	Group Learning	Preparing	185	17.63	2.93	3.60	0.00	S
		Not Preparing	175	16.50	3.03			
	Individual Learning	Preparing	185	16.64	2.82	5.47	0.00	S
		Not Preparing	175	14.86	3.31			
	Total Learning Style	Preparing	185	98.46	11.67	7.51	0.00	S
		Not Preparing	175	88.90	12.41			

S= significant

The above table shows that the t and P value of the all the dimension of the learning styles among the undergraduate students with respect to their preparation for the competitive exam. The calculated P values for all the dimension of learning style 0.00 are less than 0.01 and those are significant at 0.01 level. Hence the formulated

hypothesis "There is no significant difference in the different learning style of the undergraduate students with respect to their preparation for the competitive exam is not accepted.

It is inferred that the UG students who are preparing for competitive exams are significant differ in their learning style compared to the students who are not preparing for competitive exams.

CONCLUSION

The present study was carried out to find out the dimensions of learning style among the undergraduate students in Erode District. It is to understand from the study, that the male and female undergraduate students do not differ in different dimension of learning style. The rural and urban undergraduate students do not differ in the dimensions of visual, kinesthetic and individual learning whereas they differ the rest of the dimensions viz., auditory learning and Group learning. There is significant difference in the different learning style of the undergraduate students with respect to their stream of study. In the visual learning Arts group students are toper followed by the management, language and Science. There is significant difference in the different learning style of the undergraduate students with respect to their preparation for the competitive exam. Eventually, the findings of the study is crucial to understand the importance of learning styles, to have flexible and wide ranging instructional planning for learning.

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A STUDY ON ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT AND HOME ENVIRONMENT

****K.Santhanam***

Abstract

The present study examined the academic achievement of IX standard students in relation to their school environment and home environment. 377 secondary school students were selected randomly from different schools of Erode district and data was collected by using tools namely Home Environment Scale, School Environment Supportiveness Scale and an Achievement Test in Science were prepared by the investigator. The achievement test has classified based on the domains namely knowledge, understanding, application and skills. The researcher has used descriptive analysis (mean and standard deviation - SD), differential statistics (t- test) and correlation statistics to analyze the data. The result showed that there is a high positive correlation existed between school environment and academic achievement of IX standard that stated that favorable school environment of students have significant influence on the better performance of academic achievement. The result also showed that there is low positive correlation existed between home environment and academic achievement of IX standard students in Science subject.

Key Words: *School Environment, Home Environment and Academic Achievement.*

INTRODUCTION

In recent years considerable attention is being paid towards educational enhancement of impoverished society. It is also noticed that the people of various society build different environment at home and experience of prevailing environment in their own perspective. Environment also plays very important role in development of a child. Education is a strong tool which develops children's innate power and knowledge.

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During the period of his or her life when a child gets education faces two types of environment which affect his or her scholastic achievement i.e. Home environment and school environment. Many attempts have been done to identify the relationship between student's scholastic achievement, home and school environment. According to Stott (1974) the term environment in its usual sense, encompasses all of influences upon development which come from outside the individual. So the researcher has attempted to study the Academic achievement of IX standard students in relation to their school environment and home environment in Erode District.

REVIEW OF RELATED LITERATURE

Han and Jinjoo (2018) studied the influence of sustaining environments on the academic achievement of children. This study examined the relationship between pre-K quality and children's academic achievement at 54 months and in first, third, and fifth grades, controlling for child and family covariates and the effects of structural quality, and how that association varies by children's subsequent learning environment at elementary classroom and home settings. Two-level random effects models revealed a positive association between pre-K quality and mathematics skills at 54 months, which weakened over time and became non-significant starting from third grade. Results also showed that the quality of the elementary home environment moderated the association between pre-K quality and children's vocabulary achievement. Supportive home environments during elementary school had an additive effect over and above the positive effects of pre-K quality in predicting children's vocabulary achievement. In contrast, when children experienced high levels of pre-K quality and lower quality home learning environments, the positive effects of pre-K were less likely to be sustained. Findings suggest the importance of considering programs and policies to support home-based learning as one potential mechanism to sustain early effects of pre-K.

Gietz (2014) has studied the relationship between student perceptions of their school environment and academic achievement. This study examined student perceptions of their school environment (specifically, safety and inclusion in the school, experiences being bullied, and clear expectations for behaviour) and their relation with academic achievement at the school level. Participants were students in 969 elementary schools and

73 middle schools who took part in a provincewide achievement test and student satisfaction survey in Canada. Hierarchical multiple regression analyses were conducted to determine the amount of variance in student achievement explained by student perceptions of the school environment when controlling for school-level poverty and accounting for nesting by district. Results showed that perceptions of the school environment were significantly associated with academic success, above and beyond effects of school-level poverty and district. These results are discussed with regard to critical targets for enhancing the school environment to maximize academic achievement.

Jain (2015) conducted an experimental study on relationship between home environment and scholastic achievement and found that the influence of home environment on achievement was positive and significant. Out of three factors of home environment, the influence of physical and topographical factor was greatest on school achievement followed by emotional tone when no control was applied, but when controls were applied; the effect of emotional tone of the home environment became the greatest, followed by physical conditions. Socio-economic conditions seem to have no relationship with school achievement.

Stott (2014) stated that home environment and school environment had significant effect on the scholastic achievement of the student. Barker et al. (2011), have promoted seven correlates as core to schools, where students learn and achieve. They are clear school mission; high expectation for success; instructional leadership; frequent monitoring of students progress; opportunity to learn and student time on task; safe and orderly environment; and home and school relations.

From the above review of the literature available in the field it was found that home environment and school environment had significant effect the scholastic achievement significantly. In this study an attempt will be made to find out the impact of school and home environment on scholastic achievement of secondary school students.

SIGNIFICANCE

In this ever-growing competitive world everyone desires a high level of achievement as the mark of one's performance. Home environment plays an inherent role in molding the innate potentialities of the individual and school has always been regarded

as an important factor in the child's education. The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively proper and congenial environment is provided for children. The education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and parents provided by them for the child's education. Since the environment influences on the academic achievement of the students, the investigator tries to find out the impact of home environment and school environment factors on achievement.

OBJECTIVES

- To find out the significant difference between boys and girls in their academic achievement.
- To find out the relationship between the school environment and academic achievement of IX standard students.
- To find out the relationship between the home environment and academic achievement of IX standard students.

HYPOTHESES

- The students have favourable school environment and home environment.
- There is no significant difference between boys and girls in their academic achievement.
- There is a significant relationship exists between school environment and academic achievement of IX standard students
- There is a relationship significant exist between home environment and academic achievement of IX standard students.

METHODOLOGY

Descriptive Survey method is selected to study the present problem. The independent variables of the study are school and home environment, and dependent variable is scholastic achievement of secondary school students. The sample of the present study consisted of 377 students studying IX standard in government, aided and matriculation schools in Erode district. A stratified random sampling method was

employed in selection of sample. Home Environment Scale, School Environment Supportiveness Scale and Achievement Test in Science were prepared and standardized by the investigator to collect data from the sample. The reliability coefficient of Home Environment Scale is 0.74, School Environment Supportiveness Scale is 0.83 and an Achievement Test is 0.79. The researcher has used descriptive analysis (mean and standard deviation - SD), differential statistics (t- test) and correlation statistics to analyze the data.

ANALYSIS AND INTERPRETATION OF DATA

HYPOTHESIS 1

The students have favourable school environment and home environment.

Table - 1

Mean and SD Values of School Environment and Home Environment

Variable	Number of Sample	Mean	SD
School Environment	377	84.16	12.35
Home Environment	377	35.47	15.28

The table 1 showed that the mean values of School Environment (84.16) and Home Environment (35.47). Since the mean value of school environment is 84.16 which is high, it is stated that students have favorable school environment compared to home environment which is low.

HYPOTHESIS 2

There is no significant difference between boys and girls in their academic achievement.

Table - 2

t- Test for Significant Difference between Boys and Girls with Respect to Achievement

Achievement Test Domains	Gender				t - Value
	Male (198)		Female (179)		
	Mean	SD	Mean	SD	
Knowledge	17.04	3.10	15.29	3.82	4.85
Understanding	15.19	3.39	16.25	3.16	3.14
Applications	17.68	4.36	18.99	4.31	2.93
Skill	9.62	4.56	11.58	3.60	4.48

Since calculated 't' values (4.85, 3.14, 2.93, 5.89) are greater than table value 1.96 at 0.05 level of significance with respect to all the domains of achievement of students. Hence, the null hypothesis there is no significant difference between boys and girls with respect to the all the domains achievement is not accepted. Based on mean score differences, it is stated that female students are better in academic achievement than male students.

HYPOTHESIS 3

There is a significant relationship exist between the School environment and academic achievement of IX standard students.

Table - 3

Relationship between School Environment and Academic Achievement of IX Standard Students

Independent	Dependent	'R' value
School Environment	Academic Achievement	0.86

The calculated 'r' value stated that there is a high positive correlation existed between the independent and dependent variables. It indicated that good and favorable school environment leads to increase the academic achievement of IX standard students. Hence it is concluded that there is significant positive relationship existed between school environment and academic achievement of IX standard students.

HYPOTHESIS 4

There is a significant relationship exist between home environment and academic achievement of IX standard students.

Table - 4

Relationship between Home Environment and Academic Achievement of IX Standard Students

Independent	Dependent	'R' value
Home Environment	Academic Achievement	**0.21**

The calculated 'r' value stated that there is low positive correlations existed between the independent and dependent variables. It indicates weak home environment leads to decrease the academic achievement of IX standard students.

DISCUSSION AND CONCLUSION

The study concludes that there is high positive correlations existed between school environment and academic achievement of IX standard students and also that favorable school environment of students have significant influence on the better performance of academic achievement, whereas low positive correlation existed between home environment with academic achievement of IX standard students. It is stated that the unfavourable home environment of students leads to the poor academic performance in Science.

It is important to note that, parents should get awareness in such a way that to know the importance of the home environment on their children's academic performance. Parents need to be informed that they can support the education of their children through encouragement, provision of learning facilities and active assistance. Parents should support and encourage their children's educational activities of home as well as school.

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DISABILITY INITIATIVES: THE ROLE AND FUNCTIONS OF SCIENCE AND TECHNOLOGY FOR THE PERSONS WITH DISABILITIES

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Abstract

India is one of the world's fastest growing economies and claims to be the largest democratic republic. It has a population of 1.241 billion (2011), of which an estimated 2.13% have disabilities (Government of India, 2001). This constitutes over 21 million people who require support to ensure access and inclusion within society. During this period of Indian economic growth, policy support for human rights of persons with disabilities is essential and it must ensure the equity gap is decreased and that the voices of these persons are heard. The recent United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2007) and the World Report on Disability (World Health Organization and World Bank, 2011), both the first of their kind, have highlighted the needs of this group on a global stage. The NCRPD promotes an equal society by recognizing that persons with disabilities need to be guaranteed the same levels of dignity, respect and social inclusion as other members of society as the entire individual race have equal rights to live in the natural environment. The Convention, among other objectives, promotes the mainstreaming of disability issues as an integral part of development.Assistive technology has multiple roles to make disabled persons to lead happy life.We no longer live in a world in which information is scarce, and the teacher's role is to hand delivering content to children. Overwhelmed by information from a wealth of sources, students desperately need the skills to create new knowledge, not just consume the old. Problems never come neatly packaged, defined-in-advance, and amenable to the rote application of familiar strategies except in school.

Key Words: *Require Support, Equity Gap, Eecognizing and Amenable.*

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INTRODUCTION

"Alone we can do so little; together we can do so much" said by **Helen Keller**. 'A society which is good for disabled people is abetter society for all. According to the Census 2001, there are 2.19 Crores persons with disabilities in India whoconstitute 2.13 percent of the total population.The first school for hearing impaired children was established in Mumbai in 1884 and for the blind at Amritsar in 1887. Between then and now we have not been able to create an educational infrastructure that can cater to the needs of children with disabilities. As a result, more than 80% of them remain uneducated lacking even basic literacy skills. Of the children droppedout in 1991, 43% is said to have acquired disability. This highlights the inadequacies of the education system.

Prevention of disabilities, rehabilitation measures, women with disabilities, children with disabilities, Barrier-free environment, issue of disability certificates, social security, promotion of Non-governmental organizations, collection of regular information on persons with disabilities, research, sports, recreation and cultural life, amendments to existing acts dealing with the persons with disabilities are the 12 key areas to concentrate. It goes without saying that persons with disabilities constitute a part of the larger human family. This explains why they are as much entitled to the full range of human rights and fundamental freedoms like any other section of society. Unfortunately, persons with disabilities are routinely subjected to all forms of discrimination, denial, and deprivation of rights with the result that they are often marginalized and excluded and are made to live in a state of relative invisibility, disempowerment and disarticulation. The world is home to over 600 million people with disabilities. Over two-thirds of them live in developing countries.

DISABILITY

It's an impairment that may be cognitive, developmental, intellectual, mental, physical, and sensory or some combination of these that forms the basic activity of malfunctanality. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime. Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an

individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives."**Disabled**" is a war poem written by Wilfred Owen in 1917. This was the most famous and best seller of the time. This gave the idea and spark for the area of disability.

INTERNATIONAL YEAR OF DISABLED

The year 1981 was proclaimed as **International Year of Disabled Persons** (IYDP) by the United Nations. It called for a plan of action with an emphasis on equalization of opportunities, rehabilitation and prevention of disabilities. The slogan of IYDP was "a wheelchair in every home", defined as the right of persons with disabilities to take part fully in the life and development of their societies, enjoy living conditions equal to those of other citizens and have an equal share in improved conditions resulting from socio-economic development.A major outcome of the international year of disabled persons was the formulation of the world programme of action concerning disabled persons adopted by the UN general assembly in December 1982. This also is recognized by the Preamble (f) of the convention on the rights of persons with disabilities.

The international decade of disabled persons ran from 1983 to 1993. It was closed by a speech in the general assembly by Dr. Robert R. Davila, then an assistant secretary in the U.S. department of education who declared that "before the year is up, expected the number of disabled persons to double".December 3 each year, since 1998, is identified by the United Nations as the International Day of Persons with Disabilities.

RIGHTS AND GOVERNMENT POLICIES

The disability rights movement aims to secure equal opportunities and equal rights for people with disabilities. The specific goals and demands of the movement are accessibilityand safety in transportation, architecture and the physical environment; equal opportunities in independent living, employment, education, and housing; and freedom from abuse, neglect and violations of patients' rights. Effective civil rights legislation is sought to secure these opportunities and rights.

AMENDMENT BILL

In 1995, the amendment bill was passed with grant 7 category disabilities. In 2006, it was increased to 21 by central government with the intension to give safe hands to disabled. The categories are blindness, low vision, leprosy curved, hearing impaired, locomotive disorder, dwarfism, intellectual disability, autism spectrum disorder, cerebral palsy, muscular dystrophy, chronic neurological disorder, learning disability, multiple sclerosis, speech and language disorder, thalassemia, hemophilia, sickle cell, acid attack, Parkinson's, multiple disorder etc. Additional benefits have provided after amendment passed. Reservation was increased from 2% to 4% in 2010.

ASSISTIVE TECHNOLOGY

It is an umbrella term that includes assistive, adaptive and rehabilitativedevices for people with disabilities and also includes the process used in selecting, locating and using them. Assistive technology promotes greater independence by enabling people to perform tasks that they were formerly unable to accomplish or had great difficulty accomplishing, by providing enhancements to or changing methods of interacting with, the technology needed to accomplish such tasks.

Many students with disabilities require assistive technology to participate in and benefit from their educational programs. A range of technology solutions is available to support student performance, achievement and independence in the following areas such as academics and learning aids, aids to daily living, assistive listening and environmental aids for the hearing impaired anddeaf, augmentative communication, computer access, leisure and recreation, eating, positioning, mobility, and vision.Students those have access to the appropriate assistive technology solutions that they need are more likely to be successful intheir educational programs.

Assistive technology refers to any item, piece of equipment or product system, whether acquired commercially, modified or customized, that is used to increase,maintain or improve functional capabilities of individuals with disabilities. While adaptive technology covers items that are specifically designed for persons with disabilities and would seldom be used by nondisabled persons. In other words, "assistive technology is any object or system that increases or maintains the capabilities of people with

disabilities," while adaptive technology is any object or system that is specifically designed for the purpose of increasing or maintaining the capabilities of people with disabilities. Consequently, adaptive technology is a subset of assistive technology.

Access to electric and information technology has the potential to positive effects in career outcomes for students with disabilities. Access to maximize independence, productivity and educational participation can be done. Combination of effects will bring small changes in individuals so called development is concern. Use of technology will be helpful in many a ways. Assistive technology enables people to accomplish daily living tasks, assists in communication & recreation.

ASSISTIVE TECHNOLOGY FOR THE DISABLED

PROSTHESIS

Prosthesis, prosthetic, or prosthetic limb is a device that replaces a missing body part. It is part of the field of biomechatronics, the science of using mechanical devices with human muscle, skeleton and nervous systems to assist or enhance motor control lost by trauma, disease or defected. Prostheses are typically used to replace parts lost by injury (traumatic) or missing from birth (congenital) or to supplement defective body parts. Inside the body, artificial heart valves are in common use with artificial hearts and lungs seeing less common use but under active technology development. Other medical devices and aids that can be considered prosthetics include hearing aids, artificial eyes, palatal obturator, gastric bands and dentures.

Wheel chairs with or without motors, Braille printers, visual flux, zoom texter, sound amplifier software's, walking with sensors (white cane), tumbler, censor mouse with special key pointers, optical proof boards iPods, toilet, brushing, walking, hearing aid, TV, computer, money pointer, calculators, wrist watches, vibrating sticks, ORCA software's, NVDA software's, money interpreter devices, talking watches etc are the major technological resources developed to support disabled.

Scooters with sensors, sign language teaching devices, software's for speech less students & sign language developers with video animators are developed and used.

Taylor frame, 6 dots boards, Braille slates, diaptor glass with zoomers, stylus device with Braille dotter system (adjustable proximity sensors glass for low vision

persons), snellan chart boards (font size increaser), special dot ATM machines, Braille embosser software's to read map on screen, tactile pointers screen identifier boards to locate place with voice command recognition sensors called as thread pointers, colour concepting devices for low vision.

Teaching MR is a very difficult task. Flash cards, videos on daily life style packages, models with realistic catch and identifiers (apple, egg, ball, brush, clothing, shoe wearing techniques) are available. Eating practice with computer assistance, playing materials for recreation with sensors using plastic block arrangement are developed.

Grifting models (try to hold thing practizer) and grafting models (after holding making to write with pen techniques) are employed to learning disability students. GAWS speech training apps, Graph writing charts with animation, Crestwood communicator for (H.I), audio track assisted math learning software's using ipad/ipod devices, audio speller device to learn communication; Mac speech dictator software's are available.

Screen readers with glasses, Braille embosser with pointer devices, desktop video amplifiers, and screen object magnifier software's, navigational assistance device maker, rollator device with sensors for stability maintenance and large key functional keyboards are there to assist visually impaired.

Voiter machine for touch screen audio magnification with head dauber, audio aid buds (small and comfortable to wear), amplifier telephones for moderate and selective audio pitches, pitch amplifier for severe cases, text telephone, pagers with voice and text recognition.

Smartpen's with recorders, digital voice recorders, digital slates with printers (works as audio into text conversion principle), text to speech computing devices, closed vision mobile devices to wear and learn, virtual pencil, math pad and math plus devices are beneficial to use as memory aids.

COMPANIES INVOLVED IN DEVELOPING ASSISTIVE TECHNOLOGIES

- Karishma enterprises, Mumbai
- Dyna Vox technologies
- Tobii technology

- Chester Creek Technologies
- Prentke Romich Company
- Saltillo Corporation
- Cambium Learning Technologies Company

RECOMMENDATIONS

- Making recommendations for amendments in the existing relevant laws and policies, strict implementation procedures
- Building capacities of primary stakeholders and also of stakeholders of strategic importance on human rights with persons with disabilities
- Raising awareness about rights of persons with disabilities among the general public
- Taking cognizance of cases/complaints of violations of human rights of persons with disabilities
- Providing assistive technology devices to lead life as normal menwith instructional and infrastructure procedures
- Increasing the role and responsibilities of the chief commissionaire for disability section
- In-service and pre-service training for the special teachers in the institutions having assistive technology devices
- Monitoring the fund regulation to ensure availability of technology sources for disabled children at low cost

CONCLUSION

Even a normal person needs assistance either in the form of man power or technology to lead a happy life. Similarly, disabled person needed to be supported in many a ways to enjoy freedom in this knowledgeable society. Assistance can be done by providing technology for maximizing independence at any level. The fund allocation for providing assistive technology can be ensured. As technology forms the in evident part of individuals life, its role and functions are wide and highly beneficial if utilized correctly. Disabled have lot of difficulties in relation to their impairments or inability. Their tears

should be removed at any cost and it is the foremost role of mankind. If active support is provided, then they can also shine in different fields. Many noble persons in the past with disabilities have succeeded in life without proper facilities. Now 21st century has power to change the life of disabled persons with its new face called technology. The cost of production has increased and not everyone can afford to assistive technology. So the government should take steps to provide needed support to make disabled to live peaceful and lead a happy life.

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