

PRO-SOCIAL BEHAVIOUR AND EMPATHY AMONG RESIDENT AND NON-RESIDENT STUDENTS AT THE SECONDARY LEVEL

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Abstract

The present study investigates the relationship between pro-social behaviour and empathy among resident and non-resident students at the secondary level. Survey method is used to select a sample of 300 students at the secondary level. The research tools used are Pro-social Behaviour Scale (Developed by the Investigators) and Toronto Empathy Questionnaire (Spreng, et al., 2009). The results of the statistical analyses show a significant correlation between pro-social behaviour and empathy among resident and non-resident students at the secondary level. Also, there is no significant difference among resident and non-resident students pertaining to their pro-social behaviour and empathy.

Keywords: Pro-social Behaviour, Empathy, Resident and Non-resident Students.

1 Introduction

Empathy is foundational for building bridges between individuals, understanding each others' complex emotions, gaining a diverse perspective, and leveraging relationships for collaboration and progress. Empathy is one of the most important aspects of creating harmonious relationships, reducing stress, and enhancing emotional awareness-yet it can be tricky at times.

2 Need for the Current Research

Superficial associations via social media are gradually replacing deep personalised connections between human beings. As a result, we see children growing up rich in knowledge, but lacking in the ability to understand the emotions and the feelings of others, otherwise known as empathy. Until insight into the suffering of our fellow men is understood, there is little that can be done to bring about a positive change in society. Empathy is a complex concept and a difficult skill. It's time for educators to recognize the strength it takes to create, balance, and sustain an empathic mindset in a culture that doesn't always value it. Empathy in education is often deemed a "soft skill." Sometimes people equate empathy to coddling, weakness, or even label it as a gender-specific trait. But in reality, none are neither born with it, predisposed with it, or incapable of it. There is a wide divide among resident and non-resident students with respect to the facilities enjoyed, time available and support of peers/ parents. Resident students at the secondary level are early adolescents. They may yearn for the company of their parents. On the other hand, the residential status of students enable them to develop better adjustive patterns and find it easier to co- exist with their counterparts, whereas non-resident students on the other hand are exposed to facilities and have the support of people at home. They are more dependent than resident students and may develop a selfish attitude. But the differences between resident and non-resident students are never universal but may vary depending on the individual students. Thus a need is felt to investigate the influence of self determination, pro-social behaviour and empathy among resident and non-resident students at the secondary level.

3 Review of Related Literature

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

3.1 Studies Related to Pro-Social Behaviour and Empathy

Sprecher and Fehr (2005) found that it was compassionate love that was positively correlated with pro-social behaviour, and that those who were religious or spiritual felt more compassionate love than those who were not. However, it was compassionate love for humanity and strangers that was linked to volunteer behaviour; compassionate love for close others was not. They conjectured that perhaps humans must have a direct emotional investment in those who will benefit from their pro-social behaviour.

Rossano (2007) claimed that the belief in supernatural forces in life (Gods, Ancestors, Spirits) influenced our predecessors to work together and behave more socially responsibly than they would have otherwise. It is thought that if one believes his or her behaviour is being monitored by a supernatural force, then selfishness will be reduced and pro-social behaviour will be increased. The finding coincided with Batson (1983) who theorized that humans are biologically programmed to be altruistic toward their kin, but that social forces such as religious beliefs are necessary in order for humans to extend this altruism outside of their kinship circle. Further, he said that humans act altruistically towards their own kin to ensure the survival of their genes, but acting altruistically towards those who are biologically unrelated produces no such survival benefit. Therefore, social influences such as religion provide reason for humans to act altruistically towards others in society.

Taylor, Eisenberg, Spinrad, Eggum, and Sulik (2013) conducted a study to examine how ego-resiliency, parental support of emotional expression and sensitivity to children needs affect development of empathy in children aged 18-84 months. Moreover, it was expected that increased empathy would have an impact on pro-social behaviour in later childhood. A sample of 242 children was used and it was found that encouragement to express emotions as well as ego-resiliency at 18 months predicted increased empathy at 24 months. Furthermore, researchers found that growth in empathy also increased pro-social behaviour at the 72/ 84 months. Nevertheless, it is important to mention that only reports were used in the study which makes it less accurate. Also, it is possible that genes have an impact on development of empathy and the mother might transfer it to a child. That could explain why mothers who are more empathic, more sensitive and encourages expressing emotions have children who score higher results in empathy tests.

4. Title of the Problem

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found.

Thus, the problem is stated as here under:

Pro-social Behaviour and Empathy among Resident and Non-resident Students at the Secondary Level

5 Objectives of the Study

- (i) To investigate if there is any significant relationship between the select variables of resident and non-resident students at the secondary level,
- (ii) To investigate if there is any significant difference in pro-social behaviour and empathy of resident and non-resident students at the secondary level;
- (iii) To investigate if there is any significant difference in pro-social behaviour and empathy of resident male and female students at the secondary level and
- (iv) To investigate if there is any significant difference in pro-social behaviour and empathy of non-resident male and female students at the secondary level.

- (ii) There will be no significant difference in pro-social behaviour and empathy among resident and non-resident students at the secondary level.
- (iii) There will be no significant difference in pro-social behaviour and empathy among resident male and female students at the secondary level.
- (iv) There will be no significant difference in pro-social behaviour and empathy of non-resident male and female students at the secondary level.

7 Method of Investigation

The investigator took care to establish a sound research methodology, designing the psychometric and executing the same to the sample. The present section has a detailed description of the variables studied and controlled, the sample selected, tools constructed and chosen and description of the main study with the briefing of the analysis proposed.

Survey method was employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored and subjected to statistical processing for verification of hypotheses.

7.1 Population and Sample Characteristics

The target population for the present study was the students studying at the secondary level. From the target population, a sample of 300 students was chosen from the secondary level. The chosen sample comprised of 100 students from government, 100 students from government-aided and 100 students from private schools. Further the sample comprised of 154 resident students and 146 non-resident students at the secondary level.

7.2 Tools used for the Study

The research tools used for the present study to analyze the self-determination, pro-social and empathy of students are as follows:

- (i) Pro-social Behaviour Scale (Developed by the Investigators)
- (ii) Toronto Empathy Questionnaire (Spreng, et al., 2009)

8 Analyses of Data

The result of the analyses of data collected are compiled and presented in tables below:

Statistical analyses will be based on the hypotheses formulated for the present study. It is envisaged to be multivariate statistical analyses as the study includes multiple variables.

Table-1: Analysis of Correlation between the Select Variables of Students at the Secondary Level

	Pro-social Behaviour	Empathy
Pro-social Behaviour	X	0.86**
Empathy	X	X

**Significant at 0.01 level

From the above table (Table-1), it is evident that the select variables of the present study, namely, pro-social behaviour and empathy of students at the secondary level are all positively correlated with each other and significant at 0.01 level.

Table-2: Statistical Analysis of Means of Pro-social Behaviour and Empathy of Resident and Non-resident Students at the Secondary Level

Variables	Groups	N	Mean	SD	SEM	SED	CR
Pro-social Behaviour	Resident	154	39.51	12.15	0.98	1.37	0.17 ^{NS}
	Non-resident	146	39.74	11.63	0.96		



9 Major Findings

- In the present investigation a significant correlation was observed between the variables selected pro-social behaviour and empathy among resident and non-resident students in schools at the secondary level.
- On comparing the resident and non-resident students, no significant difference is observed between them pertaining to their pro-social behaviour and empathy.
- On comparing the male and female resident and non-resident students no significant difference is observed between them in both the cases pertaining to pro-social behaviour and empathy.

10 Conclusion

Students watch teachers constantly, and our actions can unintentionally model unempathetic behaviour. An eye-roll after a fellow teacher makes a comment, or dismissing what a peer says in earshot of students models a mindset that lacks empathy. In doing so, teachers are tacitly demonstrating these behaviours as acceptable. If teachers don't want students to make a face, roll their eyes, or respond sarcastically to a serious comment, then they must model how to respond differently when interacting with other adults.

By modeling the citizenship we want students to embody we can create the culture and climate that validates all, excludes none. This can be modeled by offering a solutions-based perspective, instead of joining in or validating complaints students have about other teachers. Ask students how they can think about the situation empathetically: "What do you think that teacher is trying to show you with that assignment? How could you approach him with a question that may provide your perspective, but also show you want to understand?"

In our educational roles, it is vitally important that we model how empathy has power to influence a variety of contexts and interactions. Investing in the well-being of both our students and our colleagues promotes a positive, empathic culture that makes classrooms and school a safe haven. If we want to make a lasting impact on our students and prepare them to for success in college, career, and citizenship, we must prioritize empathy as an essential mindset.

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rajchamu2006@yahoo.co.in**Abstract**

The present study investigates the relationship between professional ethics, job satisfaction of novice and experienced teachers at the higher secondary level. Survey method is used to select a sample of 429 teachers at the higher secondary level. The research tools used are Teacher Professional Ethics Scale (Developed by the Investigators) and Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967). The results of the statistical analyses show a significant correlation between professional ethics and job satisfaction of novice and experienced teachers at the higher secondary level. A significant difference is found among teachers working in different categories of schools and gender pertaining to professional ethics, job satisfaction of novice and experienced teachers at the higher secondary level.

Keywords: Professional Ethics, Job Satisfaction of Novice and Experienced Teachers

1 INTRODUCTION

Education as a key factor of social, economical, cultural and political development of human societies plays a critical role in human capital education. Analyses of effective factors in the growth and development of human societies, whether advanced or developing, shows that a competent and effective educational system in each country helps significantly to that country's growth and development (Ghasemizad and others, 2011). Teaching, in its generic sense, is a system of actions intended to induce learning (Smith, 1971). The process of teaching is very much related to learning. Teaching does not take place in an empty classroom but it does in an interacting situation where learning is envisaged, the teacher by his/her teaching directs the behaviour of the learner. Though the teaching process is directed by the teacher, the learning will not take place unless the learner is actively involved in it.

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**COGNITIVE FLEXIBILITY AND ITS RELATION WITH EDUCATIONAL ASPIRATION
OF HIGHER SECONDARY STUDENTS.**

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Abstract

The present study intends to find out the relationship between Cognitive flexibility and Educational aspiration of higher secondary students in Chennai, India with respect to gender, stream of study and type of management of schools. It is found that Cognitive flexibility and educational aspiration are significantly and positively correlated and there exists a significant gender difference with boys having more cognitive flexibility than girls. The students who belong to schools affiliated to CBSE exhibit more cognitive flexibility than students belonging to State board. Students who belong to Government aided school exhibit more educational aspiration than Government and self-financing school students.

Keywords: Cognitive Flexibility, Educational aspiration, Cognition, Multitasking.

1.0 Introduction

Students of current era has bagged up in their shoulders a great need to be flexible to all sorts of environmental, social needs and varied conditions prevailing around them. Education has to fulfill the arising need for framing flexibility as a part of education process. The effectiveness of an individual used to be measured by the expertization of them in a particular field in earlier days. But now the criteria for analyzing individual has shifted to multitasking ability of that individual. The level of being flexible depends upon the level of aspiration to learn things. Educational aspiration tends to promote the interest within students. Students with higher level of aspiration will be eager enough to learn varied tasks. With higher level of aspiration towards education students become flexible enough to indulge themselves in different works assigned to them with an approach of deep interest and understanding. Cognition in the educational process has reached a quality transition of knowledge acquisition from single source to knowledge acquisition from varied sources about unique content.

Cognitive Flexibility

Cognitive Flexibility has been described as the mental ability to switch between thinking about two different concepts, and to think about multiple concepts simultaneously. Cognitive flexibility is usually described as one of the executive functions. Two subcategories of cognitive flexibility are task shifting and cognitive shifting, depending on whether the change happens unconsciously or consciously respectively. Canas et al., (2003) defines "Cognitive flexibility is the human ability to adapt the cognitive processing in the environment." Cognitive flexibility has been considered as the higher order thinking skill that is highly related to numerous abilities such as inhibition, planning and working memory. Researchers have argued that cognitive flexibility is a component of multiple classification, as originally described by Jean Piaget. The cognitive span expands over age of the individual. Thus students of higher secondary level are expected to exhibit more clear and distinct cognitive ability and flexibility. Scott & William (1962) has described that "Cognitive flexibility varies during the life span of an individual." Moore et al., (2009) has broadly described that "cognitive flexibility is the ability to adjust one's thinking from old situations to new situations as well as the ability to overcome responses to thinking that have become habitual and adapt to new situations."

Children have to switch mental gears when moving from one subject to another, abandon one way of thinking about a problem when it does not lead to a solution and adopt another way of thinking and even give up erroneous information to accept new and correct information.

Education is strongly correlated with Socio-economic status, that varies between region, country and cultural differences. This interrelation of socio-cultural factors makes testing their contribution towards cognitive flexibility of students a complicated process. Most of the Educational Psychology researches focus on Cognitive Flexibility in the perspective of higher education, Industrialized populations and Professional studies.

The primary objective of the current study was to investigate whether cognitive flexibility being a coherent and unitary trait of students exhibit a notable influence on their educational aspiration in order to frame their carrier related goals and whether students from various type of management of school (ie. Government, government aided and self-financing) differ in their cognitive flexibility.

Educational Aspiration

Educational aspiration reflects educational goals an individual sets for himself/herself. It is important as it encourages and energizes the individual to achieve their goals in life. Students are expected to have a continuous effort in developing their educational standards. Such a continuous effort can be termed as educational aspiration. It is usually termed as a concept that refers to the orientation that creates interest towards educational goals spaced in a continuum of hardships and social prestige that are arranged in an educational hierarchy. Khoo & Ainsley (2005) defines educational aspiration as "A dominant model of sociological theory and perspective for status attainment, that lays importance on aspiration as a cognitive state that creates a drive among adolescents to strive for academic success."

In International Dictionary of Education (1978) it is said that "aspiration refers to ambitions of an individual, in educational usage seen as academic, social and occupational, and concerned with performance, prestige and status". It also defines "level of aspiration as standard of achievement, which a pupil sets for himself/herself in academic, social and other aspects of behaviour."

2.0 Review of Literature

Josip Sabic & Boris Jokic (2019) conducted a study on "Elementary school pupils' aspirations for higher education: the role of status attainment, blocked opportunities and school context." The study is longitudinal mixed method research project (2016/17 to 2017/18) among 1050 seventh and eighth standard students. Data was collected using self-constructed tool by the investigator for measuring pupil's aspiration with some personal details. Multilevel ordinal logistic regression analysis of the data was used and the findings showed that school context does not contribute to the educational aspiration of students, in contrast gender, parental educational qualifications school satisfaction

predicated educational aspiration of students. Dunne, Elliott & Carlsen (1979) studied sex differences in the educational and occupational aspiration of rural youth over 926 girls and 861 boys of grade 10th, 11th and 12th. It was found that female significantly higher educational aspiration, the same or higher occupational aspiration, and equal ranges of job choices.

Liyaqat & Kaur (2017) studied educational aspirations with school environment in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration. There was a positive significant correlation between educational aspiration and School environment.

Yuce, Karahoca & Karachoch (2015) explored the effect of problem based learning on cognitive flexibility. The study revealed that there was significant difference in cognitive flexibility owing to gender.

3.0 Need for the Study

To meet the enormous need for multifaceted citizens, education needs to change its way of approach in content as well as in methodology. In order to bring about the change we need to know the existing level of cognitive ability and flexibility along with their aspiration towards education. Students are forced to be exposed to multiple tasks in due course of the educational process in order to become a

dominant individual. Students develop higher level of educational aspiration and multi-tasking ability at higher secondary level. Though aspiration plays an important role in all stages of human development, students aspiration towards education gets a complete shape during higher secondary level of education. It is at this stage, students have a self-analysis over their abilities and interest, which enables their capability to make decisions over the available opportunities in higher education. The significance of cognitive flexibility in determining the future goals of students has necessitated the researcher to organize a study, to analyse the level of cognitive flexibility of higher secondary students.

Educational aspirations are those dreams that reflects students' educational goals, one has set for himself/herself. The base for those dreams lie on the self-esteem build over the self-analysis of being flexible towards the upcoming situations. The potential to be flexible towards any type of learning environment and educational choices, enhances student's educational aspiration. In order to analyse the quality of being flexible and to measure the levels of educational aspiration of higher secondary school students a detailed study is required. The outcome of such a study would provide a framework in planning strategies to enhance the level of cognitive flexibility and educational aspiration of higher secondary students.

Hence, the researcher is intended to find out the level of Cognitive flexibility and Educational aspiration among higher secondary students on the grounds of gender (boys/girls), and type of management of schools (Government/ Government aided/Self financing).

4.0 Objectives of the Study

To find out whether there is any significant relationship between Cognitive Flexibility and Educational aspiration of higher secondary students.

To find out whether there is any significant difference in Cognitive flexibility and Educational aspiration among Higher secondary students with respect to gender, stream of study and type of management of schools.

5.0 Methodology

The study was done through survey method, the data was collected from various Government, Government aided and self-financing higher secondary schools in Chennai.

5.1 Sample

The study was conducted on 300 randomly selected higher secondary students comprising both 11th and 12th standard students drawn from four different schools in Chennai, India.

5.2 Tools

The study is based on the cross sectional survey, intended to gather information on a population at a single point of time.

Cognitive flexibility inventory (CFI) designed by Dennis and Vander Wal was used for the study. It is a 20 item self-report tool that measures CF required for the individual's success in challenging and replacing destructive thoughts with productive ones. Questions are scored on a 7-point Likert-type scale. The reliability value as reported by Dennis & Vander Wal was 0.91. The Cronbach alpha calculated for this study is 0.80

Educational aspiration scale constructed by the investigator was used to assess the educational aspiration of higher secondary students. The scale consists of 40 questions with 4 dimensions, measured with 5-point Likert scale. The Cronbach alpha calculated for this study is 0.67. The participants were requested to indicate their agreement or disagreement with the statements based on a five-point likert-type scale, from 'Strongly Disagree' to 'Strongly Agree'. The scoring of the questionnaire was '1' for Strongly Disagree, '2' for Disagree, '3' for Neutral, '4' for Agree and '5' for Strongly Agree. The overall score for educational aspiration was considered for this article.

6.0 Results and Discussion

The result of the statistical analysis and the interpretations are essential component in the research process.



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The correlation analysis to find out the relationship between the variables *cognitive flexibility* and *educational aspiration* are explained in the table 1.

Table 1: Showing the correlation between Cognitive Flexibility and Educational Aspiration

Variable	Cognitive Flexibility	Educational Aspiration
Cognitive flexibility	1.000	0.455**
Educational Aspiration	—	1.000

** - 0.01 level significance

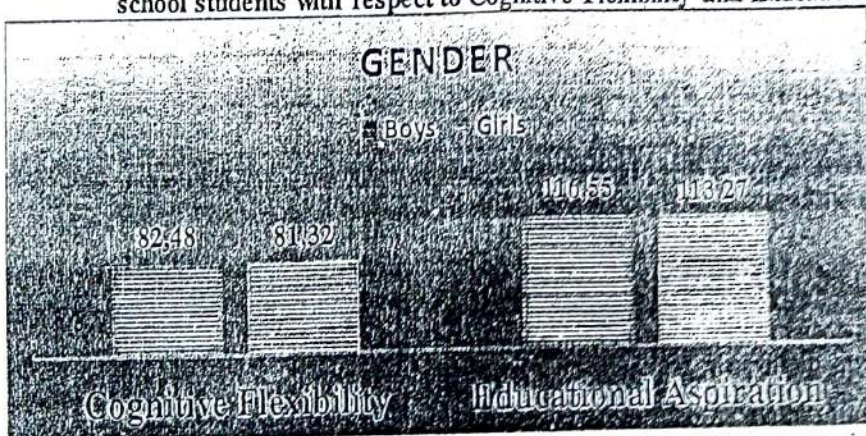
There is significant positive relationship between Cognitive Flexibility and Educational Aspiration among higher secondary students. Cognitive flexibility is related to educational aspiration at 0.01 level (Table 1). It is inferred that those students at higher secondary level who are flexible in adopting to varied cognition were found to have higher levels of Educational aspirations.

Table 2: Showing the analysis of Cognitive Flexibility and Educational Aspiration among higher secondary students with respect to gender and Type of management of schools

Variables	Type	Cognitive Flexibility			Educational Aspiration		
		Mean	SD	CR-Value	Mean	SD	CR-Value
Gender	Boys (N=150)	82.48	12.65	3.01**	116.55	19.63	1.22
	Girls (N=150)	81.32	8.40		113.27	10.17	

** - 0.01 Level of Significance

Graph1: Graph showing the mean difference between boys and girls of higher secondary school students with respect to Cognitive Flexibility and Educational Aspiration.



Students with a flexibility in knowledge acquisition and knowledge construction understand better the importance of aspiring higher educational attainments.

Boys have more Cognitive Flexibility than the girls (Table 2). Boys have more exposure to many skills around them. Girls are restricted few things focusing more on safety. Boys are given more of freedom to experience new situations and try out new skills. Girls in Indian context are given freedom to some extent as parents are more concerned about the safety and security over girl children.

There is no significant difference between boys and girls in their Educational aspiration. Both boys and girls have more or less same level of aspiration towards pursuing higher education. In concern for education Girl children education and its importance has gained due importance in India. Education is the only source for the upliftment of girl child has been indirectly taken as a pledge by the entire population of India.

[Signature]

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Table 3: Showing the analysis of Cognitive Flexibility and Educational Aspiration among higher secondary students with respect to type of management of schools.

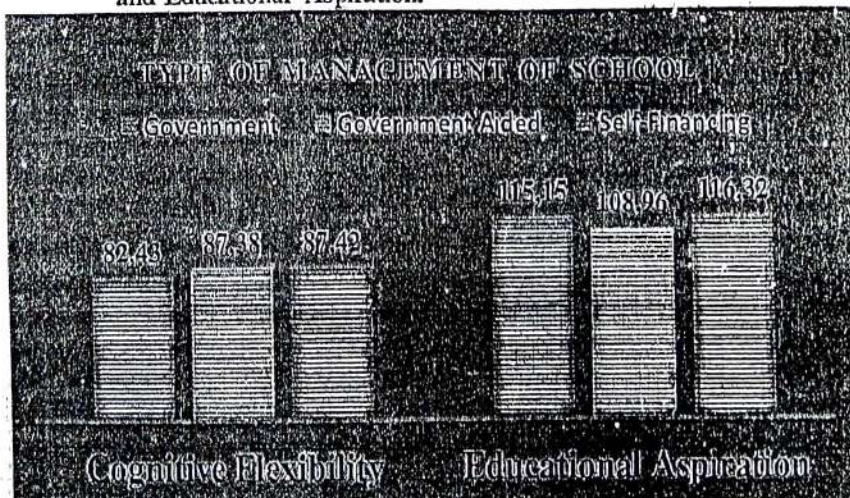
Variables	Type	Cognitive Flexibility			Educational Aspiration				
		Mean	SD	F-Ratio	Groups differing significantly	Mean	SD	F-Ratio	Groups differing significantly
Type of Management of schools	Government (N=100)	82.43	8.49	12.72**	1&2 1&3	115.15	16.14	9.97**	(2&1) (2&3)
	Government Aided (N=100)	87.38	10.73			108.96	11.87		
	Self-Financing (N=100)	87.42	10.92			116.32	17.19		

** - 0.01 Level Of Significance

Students belonging to Government aided and Self- Financing schools have more Cognitive flexibility than Government school students(Table 3).

The students of Government aided and Self-Financing schools have greater scope to learn additional skills due to their exposure at schools as well as good economic status. The difference between Government aided and Self-financing school students in cognitive flexibility is found to be negligible. Where as students of Government school have less exposure to learn additional skills at school and their economic status lays restrictions in learning new things.

Graph1: Graph showing the mean difference between Government, Government-Aided and Self-Financing higher secondary school students with respect to Cognitive Flexibility and Educational Aspiration.



The students belonging to Government and Self-financing schools have more Educational aspiration than students of Government aided schools. The students of Government schools long more to have higher education, to modify their life strata in the social stratification. Self-financing school students aim higher as they are fed with the higher aspiration from their parents to achieve higher goals in life when compared to their parents. Where as the the students of Government aided schools have

low level of aspirations to attain a minimal level of education that makes them capable of better earning for life.

From the research conducted, it is inferred that the Cognitive Flexibility and Educational aspiration are positively and significantly correlated to one another. This is supported by the study conducted by Liyaqat & Kaur (2017), who advocated that students who possess higher level of Educational aspiration exhibits higher levels of cognitive flexibility. The inference on the difference cognitive flexibility owing to gender is supported by Yucel, Karahoca & Karachoch (2015) The finding that there is no significant difference between boys and girls in educational aspiration is in contradiction with the findings of Liyaqat & Kaur (2017). Proper guidance, orientation and training programme should be conducted to enhance cognitive flexibility and aspiration towards higher education of students at higher secondary level.


7.0 Conclusion

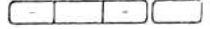
It is to be noted that girls have less cognitive flexibility than boys which should be taken into great consideration. Though level of educational aspiration does not vary among boys and girls, orientation on the need to be flexible in cognition has to be developed among girls to be more adaptable to all kinds of environmental conditions. Globalization has opened up vast opportunity for both girls and boys to acquire knowledge to fullest extent.

The education departments and educationist play vital role in framing a curriculum that incorporates elements that enhances the aspiration of young minds among higher secondary students. Students should be provided orientation to develop multiple skills to face the needs of the society.

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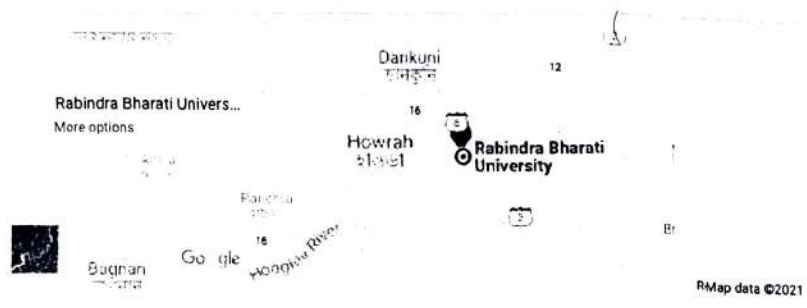
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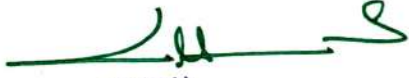
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RELATIONSHIP BETWEEN MOTIVES OF USING INTERNET AND PEER GROUP
INFLUENCE AMONG UNDER GRADUATE STUDENTS IN CHENNAI, INDIA

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Dr. N. Kalai Arasi Associate Professor of Computer Science Education, N.K.T. National College of
Education for Women

Abstract

The present study is carried out to find the relationship between motives of using internet and peer group influence among under graduate students in Chennai, India considering gender and course of study to be the demographic variables. It is found that motives of using internet and peer group influence are significantly and positively correlated and the selected predictors contributed to the extent of 55.3% towards the motives of using internet among under graduate students. There exists a significant difference with respect to gender where male students have higher motives of using internet and peer group influence than female students. The students who belong to the arts course exhibited higher motives of using internet than students who belong to science course.

Keywords: Motives of Using Internet, Internet Usage, Peer Influence, Peer Pressure, Online Usage Motives.

1.0 Introduction

The World Wide Web has taken over complete control of everyone's life all around the world. The entire world is now completely dependent on the virtual space for all the day to day activities. Be it a simple communication or gathering information, purchase of essentials, financial transactions, work life and of course education as all these have shifted to the online mode or virtual mode. With such enormous application of internet on the daily activities, it has definitely become an indispensable aspect of human life. Though Internet is widely used by all age groups, it is used to the maximum by students and in particular college students. Internet usage has its own pros and cons. It can either be used for a constructive purpose or a destructive purpose. It depends upon the motives of an individual in using internet. When the motive is for a productive activity it benefits the individual and when it is not, it creates threat and results in serious consequences. Thus the motives of using internet is an important factor that has to be paid attention especially to the college students as they are vulnerable to many threats and attacks on the cyber space. Understanding the motives of using internet also helps the students to analyse what is important and what is not and how to utilize their time efficiently. Student life is never complete without peer group and the influence of peer group is tremendous in this stage of life. Students tend to rely on peer for all their activities and peer approval play a very important role. A positive influence will help an individual to gain confidence, enable them to take decisions and contribute to an overall growth and development whereas in contrary a negative peer group influence will lead to any dangerous or damaging behaviour or activity. The influence of peer group on aspects like cyber bullying, excessive internet usage, and addiction has been acknowledged in many researches in the past. Thus it becomes important to analyse peer group influence on the motives of using internet as it will help in evaluating the usefulness of the time spent by students online.

Motives of Using Internet:

Motives are generally those factors that influence the action taken by individuals to fulfill a need or want. Motives of using the internet are turning out to be key components for the studies related to Internet usage in the digital era. The motives that influence an individual's action in browsing the internet may be termed to be the motives of using internet. The primary or main motives of using Internet from the previous researches are found to be information seeking followed by fulfilling interpersonal needs. Recent studies have revealed that fulfilling the need for entertainment or for social interaction are also the motives of using internet. In recent days the predominant motive of using internet is found to be social utility motive. Thus the motives of using the internet can be classified

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into three factors namely Information Motive, Interpersonal Communication Motive and Entertainment Motive. When talking about the motives of using the Internet among adolescent students, it does not stop with their individual interests alone; instead the motives are greatly influenced by their peer groups. The child tends to browse the internet only based on what the peer group expects it to do in order to get peer group acceptance. Thus peer group influence plays a major role in the motives behind using internet of the students.

Peer Group Influence:

The word "Peer" is derived from the Latin word 'par' which means equal. It describes individuals who are equal in terms of their age, status, interest or skills. When talking about adolescents the term peers usually refers to individuals in the same stage of life. Adolescents generally tend to associate themselves with peers who have similar interest, same level of thinking, similar behaviour patterns, like and preferences and those who are similar in attitudes including academic aspiration, music taste, fashion, style or hobbies. Thus Peer group can be termed to be both social group as well as primary group of people who have similar interest. Adolescents tend to spend more time with their peers than adults and this result in the shift in communication during the adolescent stage. An adolescent child prefers to discuss about their interest, aspirations, problems that they face, relationship issues with their friends than their parents. Children in this stage await to be included in peer groups who accept them, even if the group is involved in unpleasant activities. It is less likely for the peer groups to accept those who are different from them. Peer acceptance and approval becomes very important to students of this stage. The peer group has great influence on the child's personality, behaviour, attitude and actions. The peer group influence can either be positive such as sense of belonging, support, increase confidence, positive hobbies and interest and most importantly identity formation or the influence can be negative such as peer pressure, risk behaviour, aggression and anti-social behaviour, unhealthy and unpleasant behaviour. Peer group influence on usage of the internet also plays a vital role as it will decide if the child is going to use the cyber space appropriately and effectively or if the cyber space and virtual time is being used for inappropriate activities.

2.0 Background Study

Luthfia (2019) analysed the motives of using internet among Indonesian teenagers. This analysis revealed that Indonesian teenagers' Internet motives are status gaining, opinion expression, social interactions, information gaining, pastime, and entertainment. The findings revealed the level of education and school affiliation are significant differentiating factors, while gender is not a significant differentiating factor. In the research conducted by **Ballarotto et. al. (2018)** on adolescent internet abuse: a study on the role of attachment to parent and peers in a large community sample, the investigator points out that there are limited researches available on the role played by adolescents' attachment to parents and peers, considering their psychological profiles. Results showed that adolescents' attachment to parents had a significant effect on Internet use. Girls had higher use/abuse of internet than boys. Girls again had higher scores than boys on peers communication and peers trust.

Islam et. al. (2017) conducted a study on the motives of excessive internet use and its impact on the academic performance of business students in Pakistan. The results of the study support the view that entertainment, social interaction, information seeking, and economic motives play a significant role in excessive Internet usage, and finally excessive Internet usage has a negative effect on the academic performance of students. **Kim et. al. (2017)** conducted a preliminary study on the effectiveness of the peer relationship enhancement program in adolescents at risk for internet and smart phone addiction. The findings showed that the Peer Relationship Enhancement Program led to a significant decrease in self-reported measures of The Korean Internet Addiction Proneness Scale, the Korean Smartphone Addiction Proneness Scale, and the Real-Ideal Self Discrepancy Scale. There was a statistically significant decrease in Internet and smart phone use. However, there were no significant changes in the Self-Escape, Friendship, and Personal Relationship Loneliness Scale. The investigator concludes the study by stating that the Peer Relationship Enhancement Program reduces the risk of Internet and smart phone addiction and effectively prevents the associated problems.



In the study conducted by **Soh et. al. (2014)** on the influence of parental and peer attachment on internet usage motives and addiction, and it was found that lesser the parental attachment greater the Internet addiction risk. Peer attachment was unrelated to addiction risk and its main influence on internet usage motives being encouragement of use for social interaction.

3.0 Need for the Study

Internet has evolved to be the strongest medium of connection all around the world in recent days. The present scenario has left everyone completely dependent on the internet be it for basic communication, work and even education has shifted its focus from traditional classroom to online mode. This internet can either be used for a meaningful work or an insignificant work. Thus it becomes important to analyse the motives of using internet. With the vast utilization of internet day-in and day-out and that too especially among college students, it becomes essential to understand their motives so that the virtual time can be streamlined in such a way that it proves to be efficient and for the benefit of the students. When talking about college students, it is a known fact that peers play a predominant role in their life and the influence of peers is present in almost all aspects of their activities. Thus it is also important to understand the relationship between peer group influence and motives of using internet, as positive influence will result in beneficial usage of the internet and negative influence might lead to devastating usage. From the literature reviews it is evident that there are not many studies that have analysed the relationship between motives of using internet and peer group influence and there lies a research gap. The present investigation also proves to be appropriate for the current situation as the students have more access to internet, longer browsing hours and are completely dependent on the internet even for their learning activities. Thus the population chosen for the present investigation are under graduate students and the preset study is carried out to find the relation between motives of using internet and peer group influence among under graduate students in Chennai, India with respect to gender (male / female) and course of study (arts / science).

4.0 Research Question

Based on the review of literature and the need of the study, the following research questions were formulated:

1. Does any significant relationship exist between the selected variables?
2. What would be level of influence of the independent variable on motives of using internet among under graduate students?
3. Does any significant difference exist on the selected variables with regard to the demographic variables namely gender and course of study?

5.0 Objectives of the Study

1. To find out whether there is any significant relationship between motives of using internet and peer group influence among under graduate students.
2. To investigate the relative contribution of the independent variable towards motives of using internet of under graduate students (entire sample).
3. To find out whether there is any significant difference in motives of using internet and peer group influence among under graduate students with respect to gender and course of study.

6.0 Method of Study:

Survey method of data collection is used in the present investigation and it focused on survey collected through questionnaires. In the present study, the data was collected with the help of two tools and they are: Internet Motivation Scale, constructed and standardized by Uwe Wolfradt and Jorg Doll, 2001 and Peer Group Influence Scale, which was constructed by the investigator.

The Internet Motivation Scale consists of 20 statement classified into three dimensions namely: Information Motives, Interpersonal and Communication Motives and Entertainment Motives. The Peer Group Influence Scale consists of 19 statements with four dimensions namely: Social Media Activities, Information Gathering and Entertainment and e-shopping. For both the tools, the participants were

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requested to indicate their agreement or disagreement with the statements based on a five-point Likert-type scale, from 'Strongly Disagree' (1) to 'Strongly Agree' (5). The negative statements were given reverse scoring. Population selected for the present study was under graduate students in Chennai. The study was conducted on undergraduate students. The data were collected from 300 samples of male and female undergraduate students belonging to arts and science courses drawn from four colleges selected at random in Chennai, India.

7.0 Results and Findings

Table 1: Correlation matrix showing inter correlation of Motives of Using Internet and Peer Group Influence of under graduate students (Entire sample) (N = 300)

Variables	Motives of Using Internet	Peer Group Influence
Motives of Using Internet	1.000	0.722**
Peer Group Influence	X	1.000

** - 0.01 level significance

The above table shows that there is significant positive relationship between Motives of Using Internet and Peer Group Influence. Motive of Using Internet is positively and significantly related to Peer Group Influence at 0.01 level. The result of the simple correlation presented above has necessitated further analysis using a multiple regression in order to obtain the true contribution of the related independent variable on motives of using internet of under graduate students in the present study.

TABLE 2: Summary of Multiple Regression Analysis of Entire Sample

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	F - Value	P - Value
1	0.744	0.553	0.548	10.872	122.039	<0.001**

** Significant at 0.01 level

The multiple correlation coefficient is 0.744 measures the degree of relationship between the actual value and predicted values of motives of using internet of under graduate students since the predicted values are obtained as a liner combination of all independent variables. The value 0.744 indicated that the relationship between motives of using internet and independent variables are quite strong and positive. The coefficient of determination R square measures the goodness-of-fit. The value of R square is 0.553 and this means that the predictors peer group influence, gender and course of study contribute to the extent of 55.3% to motives of using internet of entire sample and it is significant at 1% level.

Using the standardized regression equation, the individual contribution of the predictors X_1 , X_2 and X_3 towards the motives of using internet (Y) of the entire sample can be found out.

TABLE 3: Regression of Motives of Using Internet on Peer Group Influence of Entire Sample

Variables	Un-Standardized Coefficients		Standardized Coefficients	't' - Value	P - Value
	B	Std. Error	Beta		
Constant (Y)	26.730	4.333		6.168	<0.001**
Peer Group Influence (X_1)	0.795	0.047	0.677	16.862	<0.001**
Gender (X_2)	-4.950	1.292	-0.153	3.832	<0.001**
Course of Study (X_3)	-3.214	1.261	-0.099	2.549	0.011*

** Significant at 0.01 level

* Significant at 0.05 level

The Regression equation can be formulated as follows:

$$Y = 0.677X_1 - 0.153X_2 - 0.099X_3$$

-----Standard score form

From table 3, it is summarized that peer group influence, gender and course of study influences motives of using internet among under graduate students. The Beta coefficient of peer group influence is 0.795. The estimated positive sign implied that the effect of peer group influence on motives of using internet is positive. Thus motives of using internet would increase 0.722 for every unit of peer group influence. The Beta coefficient of gender is -4.950 and course of study is -3.214. The negative sign indicates a negative influence on motives of using internet. Thus motives of using internet would decrease 4.950 for every unit of gender 3.214 for every unit of course of study.

Table 4: Analysis of Motives of Using Internet and Peer Group Influence among under graduate students with respect to Gender and Course of Study.

Variables	Type	Motives of Using Internet			Peer Group Influence		
		Mean	SD	CR - Value	Mean	SD	CR Value
Gender	Male (N = 150)	65.50	15.850	5.678**	61.09	13.938	4.175**
	Female (N = 150)	55.41	14.924		54.62	12.890	
Course of Study	Arts (150)	63.05	15.252	2.816**	59.11	11.278	1.574
	Science (150)	57.85	16.703		56.61	15.848	

** - 0.01 Level Of Significance

Male students have more motives of using internet and more peer group influence than female students. This may be because male students tend to have larger peer group and this will automatically have an influence in the male students' activities whereas female students might be particular in selecting peer group. Under graduate students belonging to arts course have more motives of using internet that under graduate students belonging to science course. This may be because the students belonging to arts group get time for other activities apart from their academic works. This gives them opportunity to explore the internet for various other reasons compared to their counterparts from science group who tend to spend their time online mostly for their academic related activities. There is no significant difference between under graduate students belonging to arts and science courses in their peer group influence.

Research Question 1: Does any significant relationship exist between the selected variables?

Yes, Motive of Using Internet is positively and significantly related to Peer Group Influence at 0.01 level.

Research Question 2: What would be level of influence of the independent variable on motives of using internet among under graduate students?

The independent variables have moderate influence on motive of using internet of under graduate students. The selected predictors peer group influence, gender and course of study contribute to the extent of 55.3% towards the motives of using internet among under graduate students.

Research Question 3: Does any significant difference exist on the selected variables with regard to the demographic variables namely gender and course of study?

Yes, male students have more motives of using internet and peer group influence than the female students. Under graduate students from arts course have more motives of using internet than the under graduate students from science course.

8.0 Discussion

The findings of the present investigation are both supported as well as contradicted by the studies conducted earlier. The results and findings reveal that Motive of using Internet is positively and significantly correlated to Peer Group Influence is supported by the studies conducted by Kim et. al. (2017) and is contradicted by the findings of Ballarotto et. al. (2018) and Soh et. al. (2014). The study of Luthfia (2019) which found that gender does not influence motives of using internet and the investigation of Ballarotto et. al. (2018) who found female had higher internet usage than male, are in contradiction with the findings of the present study.

9.0 Conclusion

Peer group influence is found have a positive influence on the motives of using internet. The influence of peer is about 55.3% towards the motives of using internet. There are researches in the past that proved that there is relationship between peer group influence and problematic internet usage, addiction and excessive usage of internet; this study has found that peer group also has influence on the motives of using internet. When the motive of using internet is positive and for a productive works it always benefits the user. But when the motive is negative it results in unexpected consequences. Proper streamlining and necessary awareness on the usage of the internet and necessary orientation towards the cyber space as a whole is essential to the students so that they make maximum use of the this technology for their growth as well as the growth and development of their peers.

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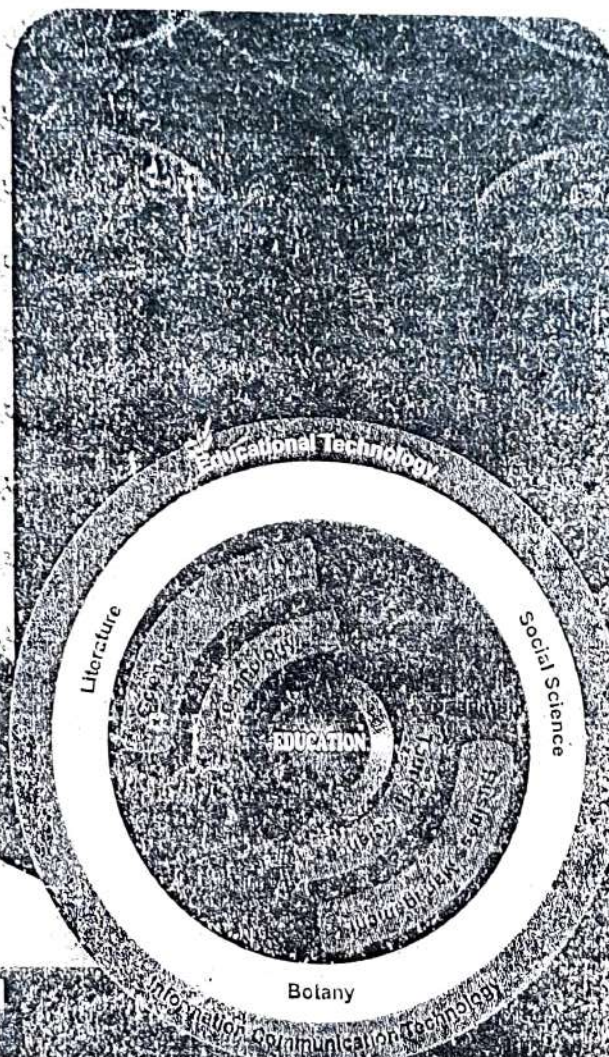
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ATTITUDE TOWARDS USING CYBER RESOURCES AMONG PROSPECTIVE TEACHERSS. Manimegalai¹ & N. Kalai Arasi², Ph. D.¹M.Ed. Scholar, N.K.T. National College of Education for Women, Chennai²Associate Professor of Computer Science - Education, N.K.T. National College of Education for Women, Chennai.**Abstract**

Information and Communication Technology has rigorously impacted upon the way the teaching and learning is being carried out in the classrooms of twenty first century. Digital learning has opened the doors of a new classroom and has made knowledge and information accessible to everyone in any corner of the globe. Cyber resources are a collection of various online resources. The quality of nation depends on the quality of human capital it has, and ultimately the quality of human capital depends on the quality of education. Teaching and learning process is considered very important in education. Teacher plays a vital role in imparting knowledge and influences the students' learning and their educational accomplishments. The main objective of this paper is to assess the attitude towards using cyber resources among prospective teachers. Sample of the study comprises of 300 prospective teachers randomly selected. Normative survey method was employed for data collection. The Attitude towards using Cyber Resources scale constructed and standardized by Dr. S. Rajasekar (2010) was used for data collection. Three hypotheses were formulated to guide this study. Student's 't' test was used to analyse the collected data. Results revealed that gender, educational qualification and discipline do not influence the attitude towards using cyber resources among prospective teachers. The prospective teachers have felt the need to use cyber resources for strengthening their knowledge by accessing advanced materials, reach out their students, and to use cyber resources as an effective teaching tool especially in this pandemic period.

Keywords: Cyber Resources, Prospective teachers.

Introduction: Technology is one of the most important subjects of our lives nowadays. In recent years, cyber resources has become a powerful tool for extending educational efficiency and effectiveness at all levels in both formal and non-formal settings. In this present era of cyber technology, the use of cyber material plays a huge role in education sector. The cyber resources have profoundly influenced our lifestyle thus making digital literacy as one of the prominent elements of today's children's development. It has become a wonderful resource for children in order to do research for their school works, socialize and many more. A student can use an online library, like Wikipedia, which will provide him a plethora of information anywhere at, anytime. It's role is to help the students understand his lesson, and this can be easily achieved by using cyber resources.

Review of related literature

Singh & Rupa (2020) studied the attitude of B.Ed. trainees' attitude towards using cyber resources. Survey method has been used for the present study. Simple random sampling



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Need for Cognition and Trait Emotional Intelligence in Relation to Academic Achievement of Higher Secondary Students

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Abstract

This study investigates the need for cognition and trait emotional intelligence of higher secondary students and their relationship to academic achievement. This study also examined the effect of some demographic variables like gender, locale, medium of instruction, order of birth of student. This study employed a survey method for data collection. The sample comprised higher secondary school students. The Trait Emotional Intelligence Questionnaire-short form (TEIQue-SF; Petrides, 2009) and Need for Cognition Scale (Cacioppo et al., 1984) were used for the study. The results revealed that boys and girls are similar in their need for cognition and trait emotional intelligence. Also, girls outperformed boys academically. Results also show that trait emotional intelligence has a significant effect on academic achievement. There is also a statistically significant relationship between the need for cognition and trait emotional intelligence.

Keywords

Cognition Trait Emotional Intelligence Trait Emotional Self Efficacy Academic Achievement Higher Secondary School Students

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NEED FOR COGNITION AND TRAIT EMOTIONAL INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

P. Revathy and N. Kalai Arasi

This study investigates the need for cognition and trait emotional intelligence of higher secondary students and their relationship to academic achievement. This study also examined the effect of some demographic variables like gender, locale, medium of instruction, order of birth of students on the chosen variables. The study employed a survey method for data collection. The sample comprised 313 (150 boys and 163 girls) higher secondary students. The Trait Emotional Intelligence Questionnaire-short form (TEIQue-SF; Petrides, 2009) and Need for Cognition Scale (Cacioppo et al., 1984) were used for the study. The results revealed that boys and girls are similar in their need for cognition and trait emotional intelligence. Also, girls outperformed boys academically. Results also show that trait emotional intelligence has a significant effect on academic achievement. There is also a statistically significant relationship between the need for cognition and trait emotional intelligence.

KEYWORDS: Cognition, Trait Emotional Intelligence, Academic Achievement, Higher Secondary Students, Trait Emotional Self-Efficacy

INTRODUCTION

Academic achievement is viewed as a multidimensional construct that encompasses the ability and performance of the student. According to Wang, Haertel, and Walberg (1993) review of the empirical literature on the correlates and

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cognitive activities it facilitates them to succeed in future endeavours. Therefore, this study suggests that in school settings (i) motivational sessions can be conducted by the eminent personalities (ii) the teacher can include various application-oriented questions in exams and motivate the students to attend it.

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**RELATIONSHIP BETWEEN CYBER SECURITY AND PERSONALITY TRAITS AMONG
HIGHER EDUCATION STUDENTS IN CHENNAI, INDIA**

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Dr. N. KALAI ARASI, Associate Professor of Computer Science Education, N.K.T. National College of Education for Women.

Abstract- *Cyber Security issues have turned out to be most threatening in the present world. With the entire world left only with the option of the cyber space to communicate with one another, the issue relating to cyber security has increased. Most of the time it is the college students who are either getting victimized by the security attacks or getting involved in cyber crimes. Each individual person exhibiting different personality traits it becomes important to analyse which trait contributes to a safer cyber space experience and which trait is vulnerable to the attacks. Thus, the present study intends to find out the relationship between cyber security and personality traits of higher education students in Chennai, India with respect to gender and course of study. It is found that personality traits have a positive and significant influence on cyber security and they contribute 21.9% towards the cyber security of the entire sample. It is found that agreeableness is the most contributing factor towards cyber security where as neuroticism has negligible correlation with cyber security of higher education students. Significant differences with regard to the demographic variables are also found. Personality of an individual may be one of the best predictors of cyber security behaviour and analysis of these traits help in providing the necessary skills and knowledge to handle the cyber space.*

Keywords: *Cyber Safety, Cyber Security, Online Security, Personality Traits, Big Five Personality Model.*

I. INTRODUCTION

The present world is completely reliant on the cyber space for all of the day-to-day activity. The pandemic situation has put each and every person to be dependent on the internet even for the essential activities. The virtual classrooms have become the new normal. Medical help, shopping essentials all have gone online. The field of education has taken a drastic step in completely converting the mode of teaching to online. With this the students are exposed to the virtual world for a longer time. They get more of the internet time and space and they now have a wider platform to explore their curiosities. With the increase in the use of the cyber space the concern for being safe in the online platform also grows. The students especially college students are now free to access the internet throughout and they are not being monitored of their activities. This possesses threat to them in either being victimized by cyber attack or indulges in any of the cyber crime activities knowingly or unknowingly. The issue has to be taken care with utmost importance. The personality of the individuals plays an important role in analysing the security behaviour one might express of the decision one might take towards a safe browsing. It will also provide an insight in the security concerns on has and how well they can handle the situation of cyber attack. Thus, the preset study intends to find the relation between cyber security and personality traits among higher education students in Chennai, India.

Cyber Security

According to the Cyber security and infrastructure security agency of the government of US, "Cyber Security is the art of protecting networks, devices, and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity, and availability of information". It further states that everything relies on computers and the internet for the purpose of communication, entertainment, transportation, shopping, and so on. The term cyber security is nothing but protecting the computer, the network to which it is connected, the program it uses, the data it holds or has access that is mainly vulnerable to cyber attacks aimed for exploitation. Every individual is different when it comes to cyber security behaviour and practice and personality of each individual contributes to the security measures they decide when it comes to the cyber space.

Objectives of the Study

1. To find out whether there is any significant relationship among cyber security and personality traits among higher education students.
2. To investigate the relative contribution of the independent variable towards cyber security of higher education students (entire sample).
3. To find out whether there is any significant difference in cyber security and personality traits among higher education students with respect to gender and course of study.

IV.METHOD OF STUDY

The present study employs Normative Survey method. The present study focused on survey collected through questionnaires. Two tools were used in the present study and they are: Cyber Security Scale which was constructed by the investigator and Big Five Inventory – Constructed and standardized by Goldberg, 1993; John and Srivatsava, 1999.

The Cyber Security Scale consists of 25 statements brought under four dimensions namely: Protection Motivation, Planned Behaviour, Reasoned Action and Threat Unawareness. The Big Five Inventory consists of 44 statements with five dimensions namely: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. For both the tools, the participants were requested to indicate their agreement or disagreement with the statements based on a five-point Likert-type scale, from 'Strongly Disagree' (1) to 'Strongly Agree' (5). The negative statements were given reverse scoring. Population selected for the present study was the higher education students in Chennai. The study was conducted on undergraduate and postgraduate students. The data were collected from 300 samples of male and female; undergraduate and postgraduate students drawn from eight colleges selected at random in Chennai, India.

V.RESULTS AND FINDINGS

Table 1: Correlation matrix showing inter correlation of extraversion, agreeableness, conscientiousness, neuroticism, openness, overall personality traits and cyber security of higher education students (Entire sample) (N = 300)

Variables	Cyber Security	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	Overall Personality Traits
Cyber Security	1.000	0.204**	0.444**	0.234**	0.048	0.302**	0.397**
Extraversion	X	1.000	0.397**	0.264**	0.013	0.311**	0.601**
Agreeableness	X	X	1.000	0.403**	0.074	0.388**	0.723**
Conscientiousness	X	X	X	1.000	0.151**	0.260**	0.662**
Neuroticism	X	X	X	X	1.000	0.215**	0.460**
Openness	X	X	X	X	X	1.000	0.701**
Overall Personality Traits	X	X	X	X	X	X	1.000

** - 0.01 level significance

G. Anto Jency Florin & S. Malathi (10-14)

AWARENESS AND UTILIZATION OF MASSIVE OPEN ONLINE COURSES (MOOC) AMONG COLLEGE STUDENTS

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Abstract

The main purpose of the paper is to explore the relationship between awareness and utilization of Massive Open Online Course (MOOC) among college students. Sample of the study comprises of 300 college students (150 males and 150 females) were randomly selected. Normative survey method was employed for data collection. The investigator developed and used an awareness and usefulness of MOOC Programme questionnaire in order to find out the college students' awareness and usefulness about the MOOC Programme. Three research questions were framed to guide this study. Results revealed that there is significant relationship between Awareness and Usefulness of MOOC among college students. Also, it is found that there is no significant difference between male and female college students in awareness and usefulness of MOOC. Findings revealed that Private college students feel that MOOC programmes are more useful than Government and Government Aided college students. In awareness of MOOC, there is no significant difference found among the college students with respect to type of management.

Keywords: MOOC, Awareness, Usefulness, Government, Government Aided, Private

1. Introduction

A MOOC is a **Massive Open Online Course** facilitated wholly online and designed to support an unlimited number of enrolments. The meaning of MOOC is as follows.

Massive - because they attract a large number of participants often in the thousands

Open - because it takes place in an area that is open for anyone to read, reflect and comment upon; it is free and the content and work done in the course is shared between all people taking the course.

Online - because the course takes place online.

Course - because it has facilitators and course materials, a start and an end date, and participants. It's an event around a topic that people care about.

The term MOOCs was originally coined by Dave Cormier of the University of Prince Edward Island in 2008 for a large online class taught by George Siemens of Athabasca University and Stephen Downes of Canada's National Research Council Canada.

2. **Need for the Study:** Latest development in the learning sciences and technologies provide opportunities to create well-designed, learner-centered, engaging, interactive, affordable, efficient, easily accessible, flexible, and meaningful, distributed and facilitated online-learning

environment. Every teacher at present prepares themselves to work in such an environment. A teacher is no longer viewed as the transmitter of knowledge or dimensions of wisdom, but as a diagnostician, guide, assistant, whenever appropriate exchanger, stimulator, promoter and an interactive participant in the education process. Teachers have to develop competence in teaching in the digital world order and redefine their role in technology based learning.

"Online learning is the process of education i.e., learning, teaching obtaining knowledge and skill through internet". The internet is method of communication, interaction, entertainment, health, trade and commerce, students can visit websites not only to download desired information but also to ask questions till out examination forms solving questions papers and learning information from the teacher through online education, student can learn, acquire knowledge, information and skill of particular work or job without attending any class but sitting in the house or wherever internet is available.

The present study attempts to examine the awareness and usefulness of MOOC Programmes among the college students in Chennai.

3. Statement of the Problem

The problem of the study is stated as "**Awareness and Utilization of Massive Open Online Courses (MOOC) among College Students.**"

4. Research Questions

The following research questions were formulated to guide this study.

1. Is there any significant relationship between awareness and usefulness of MOOC among college students?
2. Is there any significant difference between male and female college students in awareness and usefulness of MOOC?
3. Are there any significant difference among the students studying in Government, Government Aided and Private colleges in awareness and usefulness of MOOC?

5. Methodology: Normative survey method is used for the study. The subjects for the study were 300 students drawn from Government and Government Aided Colleges in Chennai District. Random sampling method was used for data collection.

6. Instrumentation: The investigator developed an awareness and usefulness of MOOC Programme questionnaire in order to find out the college students' awareness and usefulness about the MOOC programme. Awareness scale consists of 42 items and the Usefulness Scale consists of 49 items. Totally, there were 91 statements in the questionnaire and was developed on a Likert Scale of five response category ranging from "strongly disagree" to "strongly agree". The score ranges from 1 to 5 (1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree, 5= strongly agree).

The reliability of the MOOC awareness and usefulness scale is calculated using Cronbach's Alpha method and the coefficient of reliability is 0.939 and 0.717 respectively which shows that the scale is highly reliable.

7. Data Analysis: Data collected from the subjects were subjected to appropriate statistical analysis to draw up inferences from it. 't' test, ANOVA and Pearson Product Moment correlation coefficient were used for data analyses.

8. Answers to Research Questions

Research Question 1: Is there any significant relationship between awareness and usefulness of MOOC among college students?

Table 1: showing the relationship between awareness and usefulness of MOOC among college students

Variable	Awareness of MOOC	Usefulness of MOOC
Awareness of MOOC	1	0.636**
Usefulness of MOOC	-	1

** Correlation is significant at 0.01 level.

The calculated 'r' value in the above table shows that there is significant and positive relationship between students' awareness and usefulness of MOOC among college students.

Research Question 2: Is there any significant difference between male and female college students in awareness and usefulness of MOOC?

Table 2: showing the mean difference between male and female college students in awareness and usefulness of MOOC

Variables	Gender				t value	Level of Significance
	Male (N=150)		Female (N=150)			
	Mean	SD	Mean	SD		
Awareness of MOOC	142.57	22.68	144.76	24.36	0.804	NS
Usefulness of MOOC	169.12	20.99	172.74	20.93	1.496	NS

Note: NS- Not Significant

It is inferred from the above table value that there is no significant difference between male and female college students in awareness and usefulness of MOOC. Hence, it is evident that the level of awareness and usefulness of MOOC among male and female college students are similar.

Research Question 3: Are there any significant difference among the students studying in Government, Government Aided and Private Colleges in awareness and usefulness of MOOC?

Table 3: showing the mean difference among Government, Government Aided and Private College students in awareness and usefulness of MOOC

		Sum of Squares	df	Mean Square	F	Level of significance
Usefulness of MOOC	Between Groups	4651.731	2	2325.866	5.453	S**
	Within Groups	126682.935	297	426.542		
	Total	131334.667	299			
Awareness of MOOC	Between Groups	2222.605	2	1111.302	2.022	NS
	Within Groups	163258.062	297	549.690		
	Total	165480.667	299			

Note: ** Denotes significant at 0.01 level

NS - Not Significant

It is inferred from the calculated 'F' value that there is significant difference among the students studying in Government, Government Aided and Private Colleges in usefulness of MOOC at 0.01 level. But there is no significant difference among the college students in awareness of MOOC with respect to type of management.

Variable	Type of Management		Mean Difference	Level of Significance
Usefulness of MOOC	Government	Government Aided	10.34	S*
		Private	14.28	S*
	Government Aided	Government	-10.34	S*
		Private	3.94	NS
	Private	Government	-14.28	S*
		Government Aided	-3.94	NS

**Significant at 0.05 level.*

From the above table value, it is observed that there exists significant difference between Government and Government Aided as well as Government and Private college students in usefulness of MOOC at 0.05 level. But there is no significant difference between Government Aided and Private college students in usefulness of MOOC programmes.

From the mean difference, it is evident that Private college students tend to feel that MOOC programmes are more useful when compared to Government and Government Aided college students for their career development. This may be due to the fact that private colleges provide more computer labs and internet facilities so that the students develop their technological arena in education.

9. Educational Implications: The study has indicated about appropriate steps to be taken for learners' motivation and learners' high participation in learning situations. There must be well co-ordinated efforts between course ware design and development, delivery system, instructional activities, learner support services and evaluation strategies. The MOOC initiatives by UGC at national level must be interlinked with every stage of higher education with a view to provision of alternative and multiple opportunities for open learning to the students. Special emphasis be given on students orientation and teachers orientation at higher education institutions about implementation of MOOC programmes as an integral component of higher education. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most people enrolled in MOOCs are not college students seeking a degree, but rather students looking for personal enrichment and lifelong learning opportunities. The importance of MOOCs is that they provide the experience of open-ended online courses which have enabled participants from different countries to join international universities and benefit from the unique programs and courses.

10. Conclusion: As MOOC programmes offered by the Central Government is adding a credit to all the faculties working in government and private universities for their career advancement,

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COMMUNICATIVE COMPETENCE IN ENGLISH AMONG STUDENT TEACHERS

B. Archana

Dr.S. Malathi

Abstract

In the present era of technological advancement transpiring people more aware of their status in society. To bring out distinguished abilities and qualities in every individual, sources are vehicle for transferring their ideas, vices, thoughts and victorious representation is reeled with effective innovation requires communicative skills. Communication is a block breaking equipment which helps the individual to travel with easiness in the world of excellence.

The competency gives one, all the confidence he/she requires to survive. The researcher feels that both the survival and success largely depends in one's communication competence in English. The researcher also feels that the girls perform better than boys and the private teacher education institutions are better than the government and government aided teacher education institutions in their communicative competence in English. Three hundred students were taken as sample through convenient sampling method. The data were collected through questionnaires.

KEY WORDS: *Communicative Competence, Student Teachers, Communicative Skills*

INTRODUCTION

The term "communicative competence" was coined by Dell Hymes (1972) a socio-linguist, who was convinced that Chomsky's (1965) notion of competence was limited." Competence is to be associated exclusively with knowledge of the rules of grammar. Hymes (1972) proposed a broader notion of competence, than of communicative competence.

This notion intends to include not only grammatical competence, implicit and explicit knowledge of the rules of grammar, but also contact are sub-linguistic competence knowledge of the rules of language use.

With the influence of globalization, many multinational companies are conducting recruitment in developing countries. Good communication skills or flair command over English is the well

known slogan in our job market. When an individual is competent in the usage of the language, he becomes more powerful. The competent books up his self esteem and he is ready to face challenges in life as his critical thinking gets enhanced. To survive in the cut-throat competitive world, it is a must that one should be proficient in using the language.

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STATEMENT OF THE PROBLEM

The present problem can be stated as "Competence in English among Student Teachers."

OBJECTIVES OF THE STUDY

1. To find out the difference between Male and Female student teachers in

their communicative competence in English.

2. To find out the difference between Urban and Rural student teachers in their communicative competence in English.
3. To find out the difference between student - teachers based on their specialization in their communicative competence in English.
4. To find out the difference between student - teachers with respect to Nuclear and Joint Family System in their communicative competence in English.

HYPOTHESES

1. There is no significant difference between Male and Female student teachers in their communicative competence in English.
2. There is no significant difference between Urban and Rural student - teachers in their communicative competence in English.
3. There is no significant difference between Art specialization and science specialization student - teachers in their communicative competence in English.

4. There is no significant difference between student teachers with respect to Nuclear and joint family system in their communicative competence in English.

METHODOLOGY

Sample

The present study was conducted in Chennai. The sample for the study consisted of 300 student teachers, consisting of Government college, Government aided college, and Self Financing College student- teachers of 100 each.

TOOL AND METHOD

The investigator adopted experimental method for the present investigation. For this study, the investigator used General Data Sheet in order to collect students' personal information. The researcher developed a questionnaire comprising of 60 questions testing vocabulary, grammar, sentence fillers and comprehensions to assess the Competence in Communicative English and questionnaire to assess critical thinking. The reliability value of the tools used was 0.877 each.

From Table 1, it is inferred that there is significant difference between boys and girls in their communicative

competence in English at 0.01 level. Hence, the formulated hypothesis that there is no significant difference between boys and girls in their communicative competence in English is rejected.

From Table 2, it is inferred that there is significant difference between Urban and Rural student teachers in their communicative competence in English at 0.01 level. Hence, the formulated hypothesis that there is no significant difference between Rural and Urban student teachers in their communicative competence in English is rejected.

From Table 3, it is inferred that there is significant difference between Arts Specialization and Science Specialization of Student - teachers in their communicative competence in English at 0.05 level. Hence, the formulated hypothesis that there is no significant difference between Arts Specialization and Science Specialization student- teachers in their communicative competence in English is rejected.

From Table 4, it is inferred that there is no significant difference between students teachers with respect to the Nuclear and Joint Family System in their communicative competence in English. Hence, the formulated hypothesis that there is no significant difference between

student teachers with respect to the Nuclear and Joint Family system in their communicative competence in English is accepted.

SUGGESTIONS

- The significance of the communicative competence in English has to be stressed by making them aware of the demand for good communication skills in the job market.
- A lot of motivation and encouragement must be given to the students to actively participate in many oral activities to shed their inhibition in using the language.
- More opportunities for students must be provided and suitable rewards announced for participation group activities such as debates, group discussions etc.
- Workshops and seminars to enhance their potential and kindle interest in coming out to mingle in groups in using the language must be arranged.
- Language labs will be more effective, hence steps to implement them in government teacher education institutions can be given a thought.

CONCLUSION

It has become the need of the hour and so persistent effort is required to give more importance to the communication skill. Otherwise even with sound subject knowledge, one cannot be successful in acquiring the desired employment. It is the duty of the teachers of English Language to play a pivotal role in developing the four skills of English Language (LSRWT). Proper exposure and guidance to the language can be made available to the students in the school. If the communication disability is removed from them, then they will be confident when they are out of the school. A language lab can be the best tool as our students are becoming techno-savvy. The lab gives them the freedom to learn at their pace and enhances listening skills which automatically helps them to use the other four skills which in turn improves their critical thinking.

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Table 1 : The difference between Male and Female student teachers in their communicative competence in English

Variable	Gender	N	Mean	Standard Deviation	t- Value
Communicative competence in English	Boys	148	22.31	9.19	5.016
	Girls	152	22.33	11.46	

Table 2 : Difference between the Urban and Rural student teachers in their communicative competence in English

Variable	Gender	N	Mean	Standard Deviation	t- Value
Communicative competence in English	Urban	152	28.38	11.14	5.046
	Rural	148	22.32	9.51	



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Table 3 : Difference between the Arts and Science subject specialization student - teachers in their communicative competence in English

Variable	Gender	N	Mean	Standard Deviation	t- Value
Communicative competence in English	Arts	86	29.54	11.08	2.033
	Science	214	24.55	10.62	

Table 4 : Difference between students-teachers with respect to Nuclear and joint Family system in their communicative competence in English

Variable	Gender	N	Mean	Standard Deviation	t- Value
Communicative competence in English	Nuclear Family	208	25.63	10.89	0.728
	Joint Family	92	24.63	10.80	

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**PERSPECTIVES OF FUTURE TEACHERS ON CULTIVATING HARMONY
AMONG STUDENTS**

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Abstract

This study mainly focuses on investigating perspectives of future teachers on cultivating harmony among students for a peaceful nation. The population of this study was composed of 222 student-teachers studying in the B.Ed., course at Chennai. Normative survey method was used. Modified version of the questionnaire developed by Nabeela Sulaiman was used and the reliability of tool was found to be 0.71. Findings of the study revealed that 75% of student-teachers have agreed that students should perform culture activities based on societal problems and programmes have to be conducted on national interests to cultivate harmony among students which can ultimately promote harmony in the nation. Student-teachers have to make substantial efforts to create harmony among students. Some strategies were also given to enhance the role of future teachers in promoting national harmony.

Keywords: *Perspectives of Future Teachers, Harmony among Students*



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INTRODUCTION

**“Everyone must be committed in the matter of peace, to do
Everything they can
Peace is the language we must speak.”**

— Pope Francis

Harmony is the most fundamental asset to community building, to personal growth, and to the very survival of our planet. At the heart of many faiths, practices, and cultures, advancing peaceful co-existence is essential to ensuring productive, meaningful lives and sustainable societies.

It is never clear how to prepare the young for future needs in a way that fosters their future well-being. Related to this endeavor, pre-service teacher education has to be designed to prepare teachers to adapt to the changing environment and to continually upgrade their teaching for cultivating harmony among students. The characteristics of the ideal teacher, needed in future must be carefully considered. Ideal teachers have to control their own


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continued employability, professional knowledge and skills, and their ability to undertake ongoing professional development to meet the future. Thus, teachers have to commit themselves to continuous development of their teaching skills to meet the demands of future students.

Whether as a student, parent, teacher, administrator, policymaker, or community member, there are many numbers of creative and powerful ways to support schools to effectively advance peace. Many effective models can be drawn upon. These can be embedded in the design of school systems, initiatives targeted to local needs and assets, ethics and peace curricula, and other services. Elements in school system design can start within a school's mission and vision and then range anywhere from graduation requirements to a disciplinary system based on restorative justice.

REVIEW OF RELATED LITERATURE

For any researcher, it need not be emphasized that the review of studies related to the area of investigation is essential, but providing information of what has already been done in the field gives direction to the present study. The purpose of the investigation is to study the perspectives of future teachers on cultivating harmony among students. Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

Ho, Li-Ching (2017) conducted a study on the concept of harmony and investigated the implications of the state incorporating this concept as an educational goal for the public education system, and also examined teachers' understandings of multicultural education. He suggested that a focus on harmony as an educational goal may help facilitate a move away from programs that emphasize the development of individual students' social and political competencies towards programs and policies designed to promote communal trust and social cohesion.

Balakrishnan and Balamuralithara (2017) performed an Investigation on Promoting unity in a multicultural society among the Malaysians. The findings showed that through Arts Education, the unity and harmony among children in a multicultural society could be flourished and strengthened. It shows that the proposed Arts Education module could be used among students from different schooling systems and different races to cultivate unity and harmony among them. He suggested that strengthening the unity among children in a multicultural society could bring harmony and peace in future.

TOOL FOR THE RESEARCH STUDY

The data-gathering instrument that was used in the study was teachers in cultivating cohesion among students questionnaire –checklist adapted from (Nabeela Sulaiman, 2015) and modified to suit the present study. The instrument consisted of twenty-five (25) statements from the respondents' level of perspectives of future teachers cultivating on harmony among students.

METHODOLOGY

This study mainly focused on the perspectives of future teachers on cultivating harmony among students for a peaceful and integrated nation. For this purpose, perspectives of teachers and students were considered as focal point to have an initial look on the scenario. From this study B.Ed., student-teachers were considered as sample of the study. As many as 222 individuals from a B.Ed., College, were randomly selected for data collection. A questionnaire was developed to solicit responses from student-teachers regarding the hurdles in cultivating harmony and suggestions to develop role of teachers in preaching harmony. The tool was validated by taking the opinion of experts about the face, content and construct. After taking reviews from them and making necessary amendments a final version of questionnaire was constructed to collect data from selected sample. Reliability of the scale was 0.71.

RESULTS


Only one group of items was made to make results objectively. It was related to the perspectives of future teachers in cultivating harmony among students. A percentage was calculated to have a comprehensive view of the results. Results are presented below:


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Table-1 Perspectives of Future Teachers on Cultivating Harmony among Students

S. No	Statements	Agree	Disagree
1	Teachers should treat all the students equally.	72%	28%
2	Teachers should avoid favoritism for the students of their sect.	70%	30%
3	Teachers should avoid favoritism for the students of their caste.	61%	39%
4	Teachers should have intention to know hobbies of all students.	69%	31%
5	Teachers should promote self-esteem of students	77%	23%
6	Teachers should promote honesty among the students.	80%	20%
7	Teachers should encourage students to take their own decisions.	70%	30%
8	Teachers should not encourage bullying activities in their institutions.	82%	18%
9	Teachers should preach equal respect to all religions.	73%	27%
10	Teachers should do special care for students.	77%	23%
11	Teachers should relate their teaching with national interests.	83%	17%
12	Teacher-student relationship is based on mutual respect.	71%	29%
13	Teachers should see that there is not language bias among students.	68%	32%
14	Teachers should see that students enjoy learning environment of the educational institution.	72%	28%
15	Teachers should see that students from different sects tolerate each other.	70%	30%
16	Teachers should develop tolerance among students in matters of religion.	79%	21%
17	Teachers should make the students have a sense of self-respect.	69%	31%
18	Teachers should make the students feel that their teachers are deeply concerned for their success.	74%	26%
19	Teachers should encourage team spirit among students.	75%	25%
20	Teachers should make the students feel comfortable discussing the controversial issues.	78%	22%
21	Teachers should make the students sing National Anthem on the start of academic events.	85%	15%
22	Teachers should not make the Students feel embarrass in discussing caste related issues with their class fellows.	78%	22%
23	Teachers should encourage students to make friends from poor families.	82%	18%
24	Teachers should make the Students become friendly with disabled students without any hesitation.	83%	17%
25	Teachers should make the students perform cultural activities based on prevailing societal problems.	85%	15%
Total		75%	25%

Table 1 - Indicates the percentage of student-teachers in cultivating harmony among students and how successfully they are being created as a positive role model for their students and to what extent they have to play their part in creating sense of harmony among students in future. As many as 75% of the respondents have agreed that teachers are playing their required role in promoting peace and harmony without discriminating on the basis of students' background and social groups.


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RECOMMENDATIONS

Teachers have significant lasting impacts on students' mindset regarding peace and harmonious environment but we can turn it from "little" to "more" by implementing following strategic recommendations:

- ✦ Future teachers play a crucial role in cultivating harmony among students. Teachers can play their role in creating harmony among students by making the students perform cultural activities based on the prevailing problem and to bring awareness among the people to cultivate harmony in the society.
- ✦ The students should be encouraged to conduct Sarvodaya prayer.
- ✦ Peace building programmes have to be organized in schools.
- ✦ National Functions has to be celebrated by bringing the importance and creating awareness among the students.
- ✦ National Unity Day has to be celebrated in schools to inculcate the values among students.
- ✦ Special cultural events can be organized within and among institutions to refresh the sense of National identity and to promote cohesion.
- ✦ Students' groups can be made heterogeneously on the multi-cultural basis. They will have more opportunity to share their ideas with each other and interact to recognize crucial diversity.
- ✦ In tribal areas, radio is the most effective way of communication. Government should air special interactive programmes to promote harmony. Involvement of local people is necessary, as many of them don't even allow their children to get education.
- ✦ Teaching students the importance of Honest Living will inspire harmony.
- ✦ Educational institutions can organize students' trips to temples and churches to create awareness among them about the culture of other religious groups. They can hold collaborative events among the students of different religious schools.
- ✦ Spreading awareness through workshops, seminars and media, about the urgency of the need for harmony.

CONCLUSION

The Nations' harmony depends on the future citizens of the country. The future citizens have to be shaped by the teachers. As a saying goes, the future generation are being shaped in the classrooms. Teachers should encourage activities which can ultimately build a peaceful nation. The future of a country depends on the hands of the students. They should

perform activities which can bring unity and discipline among the students.

Promoting peace is not a solitary activity. Everyone has to join in the effort by the vast majority of people in the world who yearn for peace, and work to live together peaceably. There is a saying beautifully “Drops of water turn a mill, singly none, singly none.” Every teacher has to move forward step by step, together to carve the path toward peace dreamed of by Reverend Martin Luther King, Jr., alongside so many others. From finding peace within one's life to demonstrating the greatest compassion and commitment to social justice, extending the principles and the practice of peace to others can guide us to a richer, more secure co-existence.

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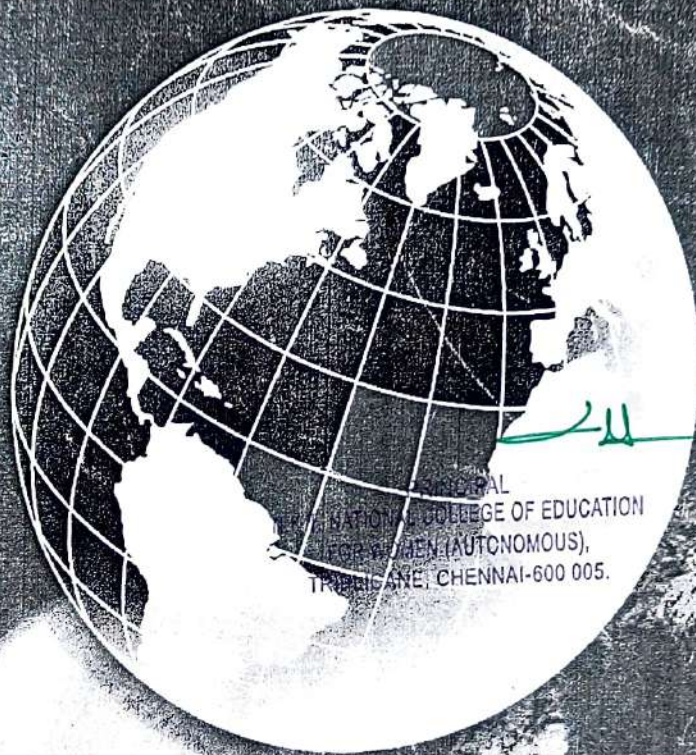
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SELF-REGULATED LEARNING AND ACADEMIC ACHIEVEMENT AMONG
STUDENTS AT THE SECONDARY LEVEL

Dr. V.J. Uma*

ABSTRACT

The present study investigates the relationship between self-regulated learning and academic achievement of students. Survey method is adopted. Stratified random sampling is used to select a sample of 381 students at the secondary level. The Self-regulated Learning Scale (Archana Kumari and Chamundeswari, 2015) is used to assess self-regulated learning and academic achievement marks scored by students in their quarterly examination were taken for academic achievement scores. The results of the statistical analyses showed a significant correlation between self-regulated learning and academic achievement of students. A significant difference is found between students at the secondary level in government, government-aided and private schools, pertaining to self-regulated learning and academic achievement.

Key words: Self-regulated Learning , Academic Achievement

INTRODUCTION

School teachers and parents always have been concerned about children's academic success and social adaptation both in and out of the classroom. Researchers have realized that a child's emotional life has an impact on these important outcomes (Pekrun, 1992; Gardner, 1993). There are many variables that may have influence on a student's ability to achieve academically, including non-cognitive factors such as, emotional intelligence, motivation, family circumstances, background, previous academic performances, study skills, school environment and many more. Most researcher that had been done on factors that influence academic achievement

concentrated more on the cognitive factors, such as IQ and standardized test scores, while the affective factors are ignored (Sikhwari, 2004).

The affective aspect of the students should receive as much attention as the cognitive aspect in academic investigation and endeavours (Sikhwari, 2004). Although academic achievement is often viewed only as a cognitive behaviour, according to Piaget (in Reed, Turiel and Brown, 1996) purely cognitive or purely affective behaviours are non-existent. Piaget further stated that all behaviour includes both cognitive and affective aspects. As Bloom (1976) viewed the affective factors as important in the individual's learning history, which have consequences for each

new learning situation, the present study intends to investigate the self-regulated learning and academic achievement of students at the secondary level.

NEED FOR THE PRESENT STUDY

Achievement is the outcome of learning objectives, which is dependent on the positive or negative influence of a host of independent variables. In the teaching-learning process, a teacher teaches and students learn the subject matter presented. Examinations are held to find what they have achieved and how much they have achieved. Achievement typically indicates the outcome of schooling and quality attainment to help in improving the mode of instruction. Academic achievement at any point is a cumulative function of current and prior personal determinants, home and school experiences. School achievements are considered to be the most important for the career of a student. Students' achievement is represented by marks obtained, which in turn reflects on the achievement of teachers and students in the realization of objectives.

In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of performance on standardized assessment

models. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on psychological, academic and career development requires adequate support from parents, who are receptive to suggestions from the school front and are always with a positive attitude towards the education of their children. The knowledge of influencing variables would enable the teachers to predict the academic achievement of students and to guide students for improving their academic skills. There seems a need for initially understanding the profile of relationships, first with those predisposed and then the precipitators. This, it is believed, will eventually help the researcher to understand what factors have to be addressed and how far, in what way these independent variables could be improved with appropriate training, in order to better the existing condition. This has drawn attention, due to the reason that, the failing students have sufficient intelligence, but are unable to achieve the desired level of success due to differences in certain psycho-social and educational variables, like self-regulated learning. Thus the need is felt to investigate self-regulated learning and academic achievement of students especially at the secondary stage, a crucial adolescent stage.



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REVIEW OF RELATED LITERATURE

Sui-Chu Ho (2004) aimed to compare the self-regulated learning techniques in Hong Kong students with students of other chosen countries that participated in the first cycle of PISA (Programme for International Students Assessment) study. Using Hierarchical Linear modeling, the study also investigated the relationships between self-regulated learning and academic performance of 15-year-old students in Hong Kong. The findings showed that most of the self-regulated learning constructs were positively related to academic achievement in reading, Mathematics, and Science domains among Hong Kong students. The results particularly showed that control strategies and self-efficacy appear to be the two most important learning strategies associated with performance in all three domains, but on the contrary instrumental motivation and memorization have negative associations with mathematical and scientific literacy performances.

Alharbi and others (2011) examined the different learning styles and self-regulated learning strategies used by students in a core computer Science course. An Index of Learning Styles and a Self-Regulated Learning Strategies Questionnaires were administered to second year students studying programming languages concepts and

paradigms. Results showed that aspects of students' preferred learning styles had a significant impact on academic performance in the midterm examination. Further, consideration of the self-regulated learning strategies used by students provide evidence that meta-cognitive strategies were the least popular strategies among students.

Janagam and others (2011) conducted a Quasi-Experiment study to examine the efficiency of task-based Learning and traditional instructional approaches on various facets of students self regulated education, including motivation and learning strategies with the help of motivated strategies learning questionnaire. Participants included 61 Periyar University post-graduate students from 2 intact classes (Task-based Learning & non-Task-based Learning) Instructed by the same environmental Economics teacher. Non-TBL group were given teacher-centred, text book oriented traditional instruction; and the experimental group were given with task based learning in which students worked with ill-structured problems. Results revealed that Task-based Learning students had higher levels of intrinsic goal orientation, task value, use of elaboration learning strategies, critical thinking, metacognitive self-regulation, effort regulation and peer learning as compared to the control-group students.

Jahedi (2012) explored and identified the relationship between motivational beliefs (self-efficacy, intrinsic value, test anxiety) and self-regulated strategies (cognitive strategy and self-regulation) and academic achievement (marks obtained by students in four test conducted during that academic year) of school students. Data was collected from 8th standard students in the age group of 12 to 15 years of English medium schools in Pune city. The major findings showed a significant correlation between motivational belief components and self-regulated learning components of the students. Further all components of motivation and self-regulated learning strategies proved to influence academic achievement of students.

Suthar and Khooharó (2013) investigated the effect of mathematical beliefs and self-regulated learning strategies on Mathematics achievement of university undergraduate students using binary logistic regression model. Sample consisted of eighty-six undergraduate students who completed a self-reported questionnaire related to students' beliefs on three dimensions viz-a-viz beliefs about Mathematics, beliefs about importance Mathematics and beliefs one's ability in Mathematics. The study indicated positive relationships among students' mathematical beliefs, self-regulated learning and Mathematics low and high ability

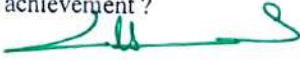
outcomes. In addition, overall binary logistic regression equation which assessed the joint contribution of one aspect of beliefs and self-regulated learning variables was significant. In addition it was found that 8.1% of the variance in Mathematics ability could be explained by beliefs and self-regulated learning variables. Corroborative studies have been conducted by Ramakrishnan (2017) and Keziah and Chamundeswari (2019).

Research shows that people learn best when they self-regulate; their own internal focusing processes play a crucial role in engagement and the capacity to do difficult academic work. Dearth of studies in the Indian context has necessitated further investigation into self-regulated learning and academic achievement of students.

TITLE OF THE RESEARCH PROBLEM

An exhaustive review of related literature on self-regulated learning and academic achievement evolved to study about the same in the secondary schools of Chennai. The problem for research was based on the following research questions:

- (i) Does self-regulated learning really correlate to achievement of students?
- (ii) Do the secondary school students differ significantly in their self-regulated learning and academic achievement?


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Based on the questions generated, the following major objectives were extrapolated:

- (i) To investigate if there is any significant relationship between self-regulated learning and academic achievement among students in government, government-aided and private schools at the secondary level and
- (ii) To investigate if there is any significant difference in self-regulated learning and academic achievement among students in government, government-aided and private schools at the secondary level.

HYPOTHESES FORMULATED

- (i) There is a significant relationship between the self-regulated learning and academic achievement among students in government, government-aided and private schools at the secondary level
- (ii) There is no significant difference in self-regulated learning and academic achievement among students in government, government-aided and private schools at the secondary level.

METHOD OF INVESTIGATION

The investigator took utmost care to establish a sound research methodology, linking psychological and educational variables. The variables identified have been classified hereunder as independent and dependent.

VARIABLES

- ❖ **Independent:** Self-regulated Learning
- ❖ **Dependent:** Academic Achievement

Population and Sample Selection from Chennai

The target population for the present study the students in different categories of schools at the secondary level. From the target population a sample of 645 students from the secondary level studying in different categories of schools, namely, government, government-aided and private schools were chosen by random sampling technique. The chosen sample comprised of 218 students from the government, 197 students from government-aided and 230 students from the private schools. Data collected from the select sample is scored and subjected to statistical processing for verification of hypothesis.

TOOL

The research tool used for the present study to analyze the self-regulated learning of students in different categories of schools at the secondary level is Self-regulated Learning Scale (ArchanaKumari and Chamundeswari, 2015).

Self-regulated Learning Scale (ArchanaKumari and Chamundeswari, 2015) consists of 50 items, 15 items pertaining to Students' interest, 12 items pertaining to Self-efficacy, 13 items pertaining to Self-judgment, 10 items pertaining to Self-reaction. The scale has been constructed on a Likert Scale with five alternatives, namely, Strongly Agree,



Agree, Not-sure, Disagree and Strongly Disagree.

The quarterly marks of students were taken as Academic Achievement scores.

Pilot Study

A pilot study is done with 30 subjects randomly chosen from schools in Chennai. The Self-regulated learning Scale is given to the subjects. The validity and reliability of the tool is found to be 0.65 and 0.81, significant at 0.01 level.

Main Study

The investigator proceed with the main study after establishing the workability of the tool using tests of reliability and validity. The main study is conducted with a matching group of secondary school students who are not used for the pilot study in Chennai.

From Table-1, it is evident that the select variables of the present study namely, self-regulated learning and academic achievement are positively correlated with each other and significant at 0.01 level.

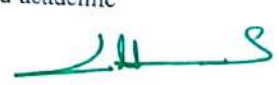
In Table-2, for the analysis of variance, different categories of schools are treated as different groups, the F-ratio calculated is 1248.74 for self-regulated learning and 942.27 for academic achievement, which is significant at 0.01 level. Thus there is a significant difference in self-regulated learning and academic achievement among students in different

categories of schools at the secondary level. In order to establish the actual degree of difference between the students belonging to different categories of schools namely, government, government-aided and private schools, critical ratios are worked out and the actual difference between the mean scores is established and presented below in Table-3.

In Table-3, it is seen that the students belonging to private schools have a greater self-regulated learning compared to students in government and government-aided schools at the secondary level.

RESULTS AND DISCUSSION

In the present investigation, on comparing the students in different categories of schools, namely, government, government-aided and private schools, it is observed that the students in private schools are better in their self-regulated learning. The students in private schools are exposed to better learning environment in schools and as they usually hail from a relatively better socio-economic status, their self-regulated learning is found to be better than their counterparts in other two categories of schools, government and government-aided schools. As the students in private schools, are provided with adequate learning resources and are also trained to develop skills required for learning and as a result enhanced academic achievement.



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SUMMARY AND CONCLUSION

Education is the most cogent instrument in the progress of any nation. The present era has expanded phenomenally in both knowledge and application bringing in a technological marvel necessitating change everywhere, physical and social. Ultimately, it has directed people to expand and enrich the horizon of higher education. The need of the hour has stressed the importance of higher education enabling the student population to become knowledgeable and competent. There is a widespread consensus that one of the objectives of education is to enable all students to realize their capabilities and reach their full potentials. The scenario of education has many approaches, pure and applied. These approaches by and large have been totally fostering human potential channelized and utilized for growth and development. The quality of education has to be improved and any attempt to improve the quality of education ultimately depends not only on the quality of instructions imparted in the classrooms but also on the psychological, sociological and educational correlates of students.

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TABLE-1:
ANALYSIS OF CORRELATION BETWEEN THE SELECT VARIABLES OF STUDENTS AT THE SECONDARY LEVEL

Variable	Self-regulated Learning	Academic Achievement
Self-regulated Learning	X	0.94**
Academic Achievement	X	X

**Significant at 0.01 level

TABLE-2:
ANALYSIS OF VARIANCE OF STUDENTS IN DIFFERENT CATEGORIES OF SCHOOLS AT THE SECONDARY LEVEL

Variable	Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F-ratio
Self-regulated Learning	Between groups	2	909323.14	454661.57	1248.74**
	Within groups	642	233750.60	364.10	
	Total	644	1143073.74	--	
Academic Achievement	Between groups	2	88955.46	44477.73	942.27**
	Within groups	642	30304.19	47.20	
	Total	644	119259.65	--	

**Significant at 0.01 level



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TABLE-3:
STATISTICAL ANALYSIS OF MEANS OF SELECTED VARIABLES OF
STUDENTS IN DIFFERENT CATEGORIES OF SCHOOLS AT THE SECONDARY
LEVEL

Variable	Category	Sample Size	Mean	SD	SEM	SED	CR
Self-regulated Learning	Government	218	87.85	18.78	1.27	1.80	26.73**
	Government-aided	197	136.06	17.86	1.27		
	Government	218	87.85	18.78	1.27	1.85	48.65**
	Private	230	177.97	20.34	1.34		
	Government-aided	197	136.06	17.86	1.27	1.87	22.44**
	Private	230	177.97	20.34	1.34		
Academic Achievement	Government	218	52.71	7.18	0.49	0.69	11.60**
	Government-aided	197	60.67	6.76	0.48		
	Government	218	52.71	7.18	0.49	0.65	41.87**
	Private	230	80.08	6.66	0.44		
	Government-aided	197	60.67	6.76	0.48	0.65	29.82**
	Private	230	80.08	6.66	0.44		

**Significant at 0.01 level

*Significant at 0.05 level


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Sri Sarada College of Education (Autonomous) affiliated to Tamil Nadu, Teachers Education University is situated in Salem City. Sri Sarada College Educational Trust manages Sri Sarada College for Women and Sri Sarada College of Physical Education apart from SSCE. The College was started in the Year 1968, by Mrs. Seethalakshmi Ramaswamy under the benign grace and Presidentship of Srimath Swami Chidbhavanandaji of Sri Ramakrishna Tapovanam, Tirupparaithurai. The management Strives hard with the lofty motto of developing Hand, Heart and Head.

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