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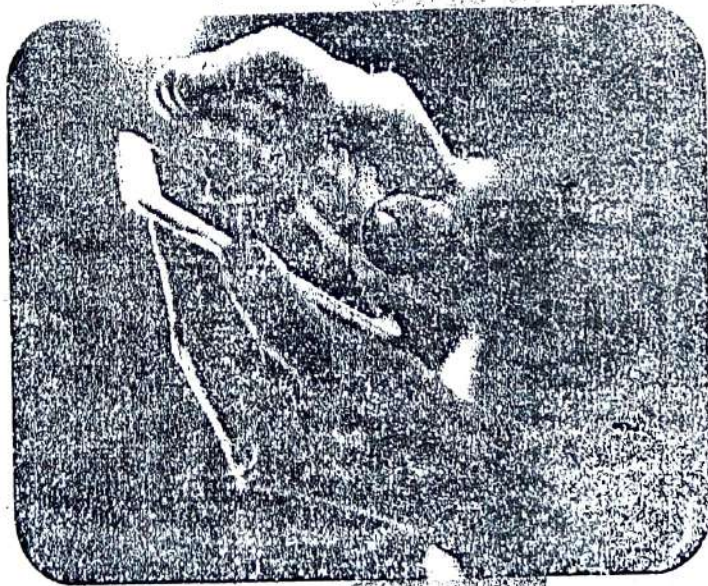


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HEALTH EFFECTS OF THE USAGE OF MOBILE PHONE OF STANDARD XI STUDENTS



P. Iniyaval

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Abstract: Mobile phones have become increasingly popular in current scenario, especially among young generations. As these gadgets are not only convenient

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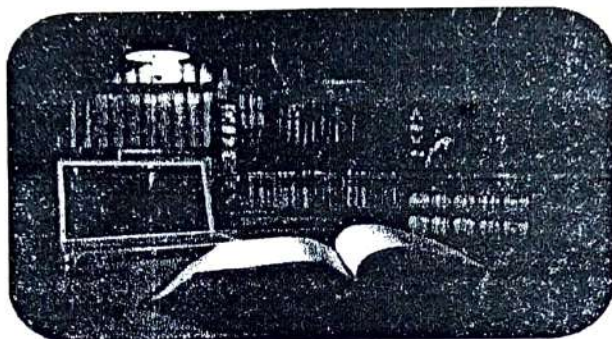
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HEALTH EFFECTS OF THE USAGE OF MOBILE PHONE OF STANDARD XI STUDENTS



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ABSTRACT:

Mobile phones have become increasingly popular in current scenario, especially among young generations. As these gadgets are not only convenient, but attractive too for young minds that are becoming more and more dependent on them. The present study is conducted on health effects of the usage of mobile phone among students. The study probes the ill effects of radiations emitted by mobile phone. It can be extremely harmful causing tumors, memory loss, depression, stress, vision problem etc., among students. The study has been conducted among standard XI students of seven different schools in Tiruvallur district, from urban and rural backgrounds. The findings revealed that girls have higher health effects than boys, urban students have higher health effects than rural students, Government aided management school obtained higher health effects than government and self-financing management school and Girl's school obtained higher health effects than boys and co-education school on the usage of mobile phone. This study confirms that the younger generation, who are the most frequent mobile phone users need an awareness about the health effects of mobile phone usage and should take preventive measures to reduce and control the same.

KEYWORDS : Mobile Phone, Health effects.


INTRODUCTION

The concept "mobile phone" and the research on it reflects investigator's personal undertaking to comprehend the health effects of the usage of mobile phones on students. Mobile phone uses electromagnetic waves which are transferred to the body through radio-frequency and microwave signals that in turn causing health problems especially affecting neurons concerned with hearing. Students spend their valuable time over mobile phone instead of their studies. Over usage of mobile phone leads to many negative impact on students' health. It leads to deafness, blurring of vision and migraine. Using mobile phones all day long are prone to high blood pressure and other symptoms such as hot ears, burning skin, headache and fatigue. The World Health Organisation (WHO) has classified mobile phone radiation on the IARC scale into Group 2B - possibly carcinogenic, which means "could be some risk" of carcinogenicity. Many national radiation advisory authorities have come up with recommendations as a precautionary approach against health hazards caused by mobile phone usage.

ADVERSE EFFECT OF MOBILE PHONE

Children are at a greater risk of procuring diseases from the excess usage of mobile phones because their skull is very thin compared to adults. Students who are in adolescent age using mobile phones beyond the limits run into a major risk of procuring brain damage, due to increased heating of brain cells. A study by the Centre on Media and Child Health found that teens that excessively use mobile phones may be more

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FINDINGS

- There is significant difference in the health effects of the usage of mobile phone of XI standard students in terms of gender and locality.
- Government and self-financing as well as self-financing and govt. aided schools are significantly differ from each other and there is no significant difference between government and self-financing management of school on the usage of mobile phone on standard XI students.
- There is significant difference between girl's school and co-education school and there is no significant difference between girls and boys as well as boys and co-education school on the health effects on the usage of mobile phone on standard XI students.

CONCLUSION

In this fast moving world, mobile phones and its usage is an unavoidable for everyone. And every day the technology is growing. Now we have the world in our finger tips. The purpose of usage varies from one person to another and these studies would help to identify that. Since the usage of mobile phone among the students has been increased to great extent, our interest is to focus more on the scope through which we can know about the students approach towards mobile phone and how much it has influenced their life. This study confirms that the younger generation, who are the most frequent mobile phone users need an awareness about the health effects of mobile phone usage and should take preventive measures to reduce and control the same.

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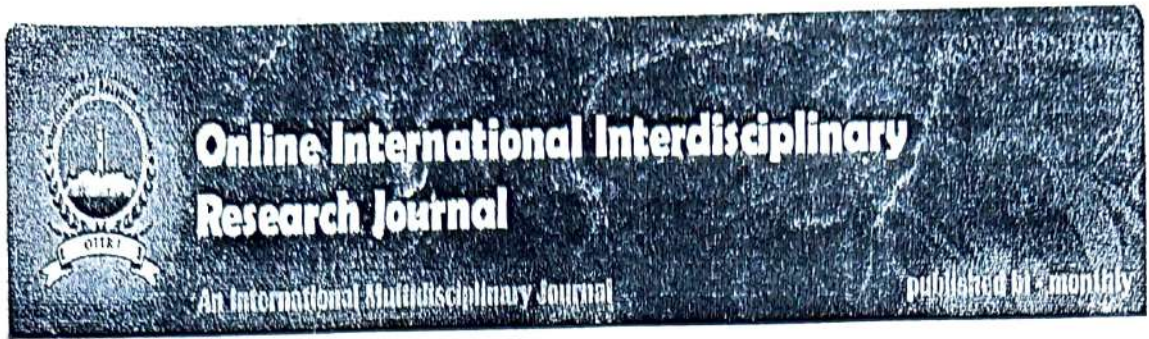
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Emotional Intelligence and Self Regulation Enhance the Physics Teacher's Effectiveness

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Abstract

A teacher has to face innumerable challenges and play different roles in his/her institution. In the domain of education, it has been reported that teachers who are more self-regulated and emotionally intelligent can better manifest teaching effectiveness. The sample chosen for this study included male and female 60, higher secondary physics teachers from different type of schools namely twenty physics teachers each from government, government aided and self finance higher secondary schools. The findings revealed that both the male and female physics teachers are similar in their emotional intelligence, self regulation and teacher effectiveness. Moreover, there is no significant relationship among the emotional intelligence, self regulation and teacher effectiveness of physics higher secondary teachers.

INTRODUCTION

A teacher has to face innumerable challenges and play different roles in his/her institution. He/she not only plan lessons but also organize activities, maintain necessary records, make purchases, administer time-table, prepare oral and aural teaching aids, adopt new techniques of communication and motivate the students by words and deeds. A teacher should be motivational, able to adapt to changing circumstances and to relate their subject to everyday life. An effective teacher should be able to display fairness and respect, enthusiasm, enjoyment of social interaction and a caring attitude. In addition, they should have emotional intelligence and self regulation.

THEORITICAL BACKGROUND

Effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they have been taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. For a better understanding of teacher effectiveness, we need to combine information from tests with other measures, such as classroom observations and evaluation from students. Looking at many aspects of a teacher's contribution gives us the best chance to understand it fully. It is a known fact that students are the actual recipients of the teaching and learning process and thus, are in a better position to assess lecturers' teaching excellence. According to Nakpodia (2011), student evaluation is considered as the best approach to evaluate lecturers' teaching effectiveness.

Emotional Intelligence refers to an ability to recognise the meanings of emotions and their relationships to reason and problem solving on the basis of them. Researchers have found that our emotional awareness and ability to handle feelings rather than our I.Q will determine one's success and happiness in all walks of life. A teacher with high emotional intelligence is able to respond appropriately to workplace stress and to

- ✓ Teachers should attend training, workshops and seminars on personality development. Reading books and articles related to emotional intelligence, self regulation and value education are quite helpful for development of the teacher effectiveness.
- ✓ In order to achieve improvement in self-regulation strategies by using diaries, the physics teachers should not be only asked to report their learning activities daily but also maintain diaries some additional training program should be arranged for them regarding self-regulation strategies.
- ✓ Teachers should be encouraged to embark on regular professional development.
- ✓ Teachers should bring their wealth of experience in teaching to the level of the students' aptitude to make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would assist in solving the problem of poor academic performance of public higher secondary school student's especially in the subject of physics.

CONCLUSION

From the present study, the investigator could derive the conclusions that caring teachers who are enthusiastic individual use classroom management skills to share knowledge of subject matter in a manner that links learning objectives to instructional activities using a range of instructional strategies while considering student interests and perceptions. If teacher's emotional intelligence and self regulation are increased in positively using appropriate strategies then teachers may experience less burnout and greater job satisfaction, remain in the profession longer, and be more effective in the classroom. Thus, this study can help a lot in improving the system of education as teachers are the main pillars of education system. The teachers who have good self regulation and emotional intelligence can make teaching interesting and effective and help build better citizens of the nation.

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CORRELATES OF SELF REGULATION, TEACHER'S VALUE AND TEACHER EFFECTIVENESS OF CHEMISTRY HIGHER SECONDARY TEACHERS

Education

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ABSTRACT

An effective teacher is one who not only can impart the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, high degree of values, self regulation, active involvement in the decision-making process (whenever needs) and an optimal development of all round personality in students. The sample chosen for this study included male and female 60 higher secondary chemistry teachers from different type of schools and locality. The findings revealed that both the male and female chemistry teachers are similar in their self regulation, teacher value and teacher effectiveness. Moreover, there is a significant and positive relationship among the self regulation, teacher value and teacher effectiveness of chemistry higher secondary teachers.

KEYWORDS

INTRODUCTION

The teacher is the top most academic and professional person in the educational pyramid under whose guidance the destiny of our children is placed by the parents and society. The quality of education solely depends upon well adjusted and well satisfied teachers. Teacher is considered to be the most important component of the educational structure in any teaching - learning situation. Teacher effectiveness can be judged through many factors through their competency and their performance in classroom. The act of teaching along with their competency and performance results in effectiveness in the classroom. An effective teacher is one who not only can impart the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, high degree of values, self regulation, active involvement in the decision-making process (whenever needs) and an optimal development of all round personality in students.

THEORETICAL BACKGROUND

Effective teachers cannot reliably be identified based on where they went to school, whether they're licensed, or (after the first few years) how long they have been taught. The best way to assess teachers' effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests. Teacher effectiveness is the impact that class room factors, such as teaching methods, teacher expectations, class room organization and the use of class room resources, have on student's performance (Campbell *et al.*, 2004). Students' ratings should be only one of several forms of evaluation used to shed light on teaching effectiveness. Peer review, self-evaluation, teaching portfolios, and student achievement should also be used (Doyle, 1983; Centra, 1993; Seldin, 1999). Research indicates that instructors benefit most from formative evaluation to improve teaching when they have helped to shape the questions posed, when they understand the feedback that is provided, and when assistance and resources for making improvements are available (Gaubatz, 2000). The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students' ratings of the "amount learned" in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (Cohen, 1981; Theall and Jennifer, 2001).

According to Delfino, Dettori, and Persico (2010) learning to be self-regulated is crucial for teachers in order to deal with the complexity of the teaching role, which encompasses individual and social aspects. From personal perspective, teachers should equip themselves with self-regulation skills in order to not only follow various goals and tasks, but also sustain and foster their motivation, commitment and effectiveness. From social perspective, self-regulation assists teachers to construct instructional strategies based on students' specific goals,

and "to adjust to the ever more frequent curricular revisions required by the fast pace of technological and cultural change" (Delfino, Dettori, & Persico, 2010, p. 300). To create opportunities for insightful instruction, teachers not only need a solid base of content area knowledge along with classroom management skills, but also have to scrutinize their beliefs, motivation, and self-regulatory factors associated with teaching and learning (Dembo, 2001). Indeed, as Randi (2004) pointed out from social cognitive perspective, effective teachers are self-regulated agents who can activate their beliefs to take appropriate actions leading to successful accomplishment of their professional tasks. Viewing from another perspective, it seems plausible to presume teachers who lack self-regulatory skills will find it difficult or even impossible to construct the self-regulation of their students.

It can be argued that the values which teachers communicate are important influences on teaching quality and effectiveness. Empirical evidence has shown that imparting certain values can direct students' learning goals and increase their achievement motivation (Liem *et al.*, 2008). Past research also suggests that the implicit endorsement of particular values characterizes good teachers (Boon, 2011) and that values education may foster effective engagement in learning (Lovat & Clement, 2008). These studies indicate the link between teachers' classroom values and quality teaching. Whilst the debate surrounding quality teaching is ongoing and complicated by arguments arising from socio-cultural and socioeconomic perspectives and post-modernist views promoting the de-construction of gender specific pedagogy and 'middle-class' curricula (Rowe, 2003), teacher influences upon students' outcomes (literacy skills, general academic achievements, attitudes, behaviours) exert a far stronger effect than influences from their background characteristics (Rowe, 2003). That is, the quality of teaching and learning experience is by far the strongest influences on students' cognitive, affective, and behavioural outcomes (Department of Education, Science and Training, 2013).

PURPOSE OF THE STUDY

The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2001). Teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Ade, 2001). Both teaching and learning depend on teachers; no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duties as a teacher (Lundberg, 2001). In the domain of education, it has been reported that teachers who are more self-regulated and teacher value can better manifest teaching effectiveness.

NS – Not Significant

It could be inferred from the table that both rural and urban chemistry teachers do not manifest significant difference in the selected variables of self regulation, teacher value and teacher effectiveness assessed through students' academic achievement. It is therefore concluded that in this study both the rural and urban chemistry teachers are similar in their self regulation, teacher value and teacher effectiveness assessed through students' academic achievement.

Table-3
Correlation among Self Regulation, Teacher's Value and Teacher Effectiveness of the Chemistry Higher Secondary Teacher's.

Variables	Self Regulation	Value Orientation	Teacher Effectiveness – Student Academic Achievement
Self Regulation	1	0.755**	0.842**
Teacher's Value	X	1	0.719**
Teacher Effectiveness Assessed through Student Academic Achievement	X	X	1

** - significant at 1% level.

It is interesting to note that teacher's self regulation and teacher value are significantly influence teacher effectiveness. The independent variables such as self regulation and value orientation correlate significantly with teacher effectiveness (student academic achievement) positively. It could be interpreted that among the higher secondary teachers the independent variables namely self regulation and teacher value have a significant inter correlation. It is clear from the results that among chemistry teachers higher the self regulation and teacher value higher the teacher effectiveness.

DISCUSSION

In the present study it is reported that both the male and female chemistry teachers are similar in their self regulation, teacher value and teacher effectiveness assessed through student academic achievement. This present finding corroborate with the findings of Pachaiyappan and Ushalaya Raj (2014), were it was found that the male and female school teachers do not differ significantly in their teacher effectiveness; Umeder Malik and Dinesh Kumar Sharma (2013), found in their study that gender of teachers does not bear any difference with their teaching effectiveness. But the present finding contradicts with the findings of Anju Kalita (2012), which reveals that female teachers are more effective than male teachers in secondary schools; Vivek kohli and Sahal; Chand (2012), found that male teachers are more effective than the female teachers. Kumari (1981), studies revealed that Male teachers secured better points in the aesthetic, political and social values than female teachers.

In the present study it is reported that both the urban and rural locality chemistry teachers are similar in their self regulation, teacher value and teacher effectiveness assessed through student academic achievement. This present finding contradict with Kumari (1981), studies revealed that Urban male teachers were more moral than rural male teachers. Urban female teachers preferred economic and social values; rural female teachers were aesthetic, theoretical and religious. Rural female teachers had higher sense of mortality than urban female teachers.

In the present study it is reported that the variables such as self regulation and value orientation correlate significantly with teacher effectiveness (student academic achievement) positively and significantly. This present finding corroborate with the findings of Hefer Bembenuty (2006), and Dhiraj Walia (2012), teachers' self-efficacy beliefs have an indirect effect on their academic performance mediated by their sense of efficacy belief regarding their capability to initiate and complete their homework assignments and their use of self-regulatory learning strategies. This study prove that teachers are the main instruments to inculcate values to the students. Because the children consciously or unconsciously imitate the values, ideas and

habits of teachers, so a study of values of teachers is all the more significant.

EDUCATIONAL IMPLICATIONS

- The school principals should endeavor to make necessary instructional materials available to teachers when needed.
- The staff rooms should also be conducive for teachers to adequately prepare their lessons. This will motivate teachers to do better in their interaction with students.
- The population of students admitted into the schools should be dependent on the available space and facilities. There should be a reasonable match between student population and available resources in the admission process.
- Teachers should bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would go a long way in solving the problem of poor academic performance of higher secondary school students and the widely acclaimed fallen standard of education.
- Teachers should attend training, workshops and seminars on personality development. Reading books and articles related to emotional intelligence, self regulation and value education are quite helpful for development of the teacher effectiveness.
- In order to achieve improvement in self-regulation strategies by using diaries, the chemistry teachers should not be only asked to report their learning activities daily but also maintain diaries some additional training program should be arranged for them regarding self-regulation strategies.
- Teachers should be encouraged to embark on regular professional development.
- Teachers should bring their wealth of experience in teaching to the level of the students' aptitude to make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would assist in solving the problem of poor academic performance of public higher secondary school student's especially in the subject of chemistry.
- Government should attempt to improve the attitude of students to academic work by providing libraries and laboratories for science practical to enable learning experience of the students become more meaningful and at the same time interesting.
- There is the need to build more classrooms and make more adequate provision for seats especially in urban schools to ease the problem of overcrowded classrooms and poor sitting arrangement that presently make teaching and learning difficult in public secondary schools. This will further improve effective classrooms control for better teaching and learning to take place in the schools.

CONCLUSION

From the present study, the investigator could derive the conclusions that caring teachers who are enthusiastic individual use classroom management skills to share knowledge of subject matter in a manner that links learning objectives to instructional activities using a range of instructional strategies while considering student interests and perceptions. Increasing importance given to value education along with the realization that values are developable, has given impetus to the activities of teachers in and outside the classroom where values can be developed. Therefore the value education given by teachers is a helpful means for bring about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. Thus the study highlight that The teacher's who have good self regulation and values can be more effective teachers and help students in improving their academic achievement.

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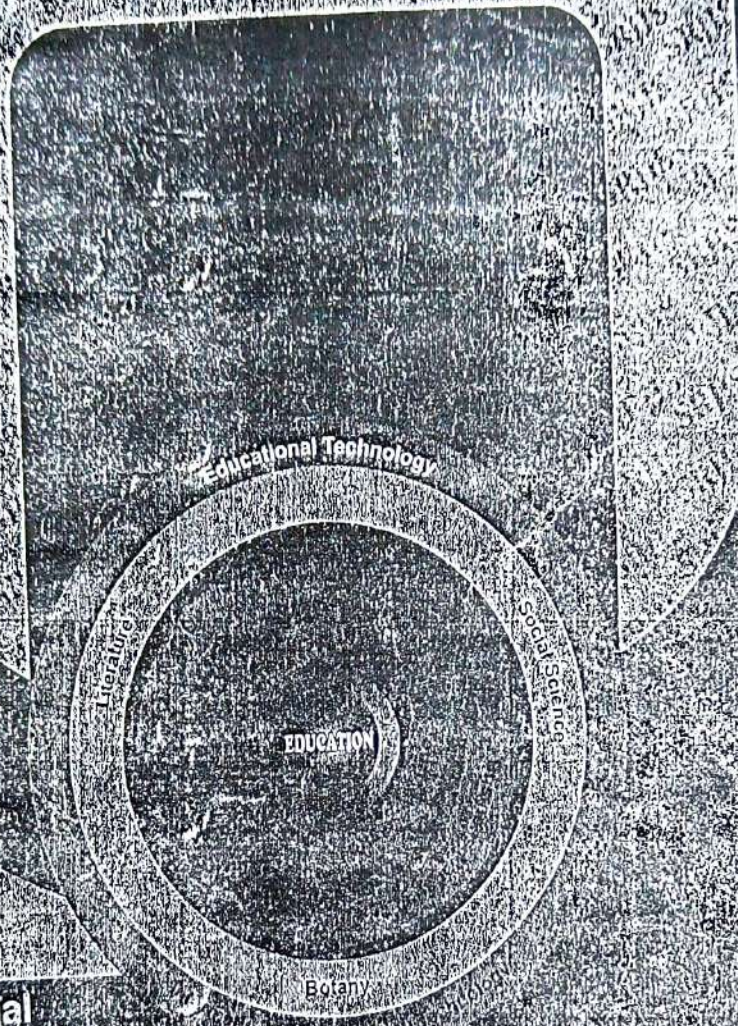
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IMPACT OF LOCUS OF CONTROL ON STUDENT LEADERSHIP BEHAVIOUR

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The quality of citizens depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. Hence instead of confining into academic walls schools must develop the students with strong personality traits such as leadership. The present study was aimed to explore the relationship between locus of control and leadership behavior of students. The populations for the present study were higher secondary students in three different types of schools such as government, government aided and self-finance schools in Chennai district of Tamil Nadu. Results revealed that boys manifested significantly higher level of leadership behavior and locus of control when compared to their counter parts. It is also noted that urban locality students have manifested significantly higher level in leadership behavior and locus of control than rural locality students. Locus of control and leadership behavior of the students is significantly and positively correlated with each other.

Introduction: Man is a social animal. He lives in a society and acquires socialization and fulfills his psychological and sociological needs. His personality develops in the society due to the impact of his environment. But we usually see that school emphasize great impact on the personality of the child. It is reality that the child develops in social atmosphere but basically he acquires qualities from parental pattern. Education is a central agency in shaping the future of the individual and the nation. The quality of citizens depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. Hence instead of confining into academic walls schools must develop the students with strong personality traits such as leadership. The present study was aimed to explore the relationship between locus of control and leadership behavior of students. The locus of control is defined as a personality trait referred to an individual's perception of the locus of events as internally determined by his or her own behavior versus fate, luck or external circumstances. Results demonstrated that the more the school students were likely to personally control the circumstances in their everyday life, the more they expressed positive leadership behavior.

Theoretical Background: Grace (1996) examined ethical leadership training as a part of the education of today's students, the leaders of the future. Students should be trained in group processing and facilitating skills, communication skills, conflict management, shared decision making, and team management. Karnes and Meriweather (1989) discussed an approach to developing leadership potential which involved having gifted students write and implement leadership plans focusing on an important area of needed change in the student's school community. Breeze-Mead (1991) reviewed competencies among student leaders and found actions derived from personal values, beliefs, skills and goals. Leaders needed to know themselves well and act consistently with regard to their value systems to earn the followers' trust. Locus of Control is a psychological, social learning theory that refers to the extent to which individuals perceive control over their lives, and environment (Lefcourt, 1976). Hiers and Heckel (1977),

study contradict with Mulia (1990), Knott, Katherine (1997), Priyanka Sethi (2009), and Posner, Barry Z. (2009) found that there was no difference in leadership qualities on the basis of sex i.e. males and females possess same leadership qualities. It is also noted that urban locality students have manifested significantly higher level in leadership behavior and locus of control than rural locality students. But the present study contradicts with Significant gains in leadership behavior were reported by Wilcox (2004) for those community college students. The gains were true for both males and females, across all age groups, and for students from rural (but not urban) backgrounds. It is evident from the above table that locus of control and leadership behaviour of the students are significantly and positively correlated with each other. This findings indicate that locus of control have high influence on leadership behavior.

Conclusion: Thus student leadership focused on the attractiveness of the leadership experience to future career goals, development of life skills, and development of leadership skills. In addition, the student leadership experience was also associated with the choice of future career goals as well as overall student development. Real and perceived benefits of student leadership focused on its contribution to leadership behaviour.

Recommendations for Practice

1. Communities should ensure their schools provide several CO-curricular opportunities for students. Community leagues and service agencies should sponsor programs such as Girl Guides, Air Cadets, and YMCA as opportunities for involvement and leadership development.
2. Through orientation programs students at school should be introduced to out-of-class opportunities offered by various student clubs, campus recreation and athletics and fraternal organizations.
3. Time management workshops should be provided for all prospective leaders.
4. Formal records of all past involvement and leadership activities should be kept for all students in high school and university in order to identify and match experiences with leadership strengths.
5. Student leaders should be introduced to leadership development program offered in high school and university. Sessions on meeting planning and organization should be included with a need to mix formal and informal aspects of meetings.
6. Leadership development programs should provide sessions in public speaking, planning and organization collaborative work development and identify strengths and limitations of colleagues.
7. Leadership development programs should introduce sessions on visioning and goal setting.
8. Leadership development programs should provide sessions on networking gaining and sharing trust, and personal growth and development.

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Self Esteem and Leadership Behavior of Higher Secondary School Students

P. Annuncia* and Dr. N. Kalaiarasi**

ABSTRACT

Leadership is integral to all aspects of life, including educational institutions. Schools are charged with providing higher secondary school students with the knowledge and skills needed to orient them to higher education and beyond and to build future leaders in the global society of this 21st century. Since the early 1990s the increasing attention on student leadership development has been exciting. Many trends converged in the last fifteen years to support a renewed focus on developing critical leadership outcomes in students and this movement has only gained momentum in recent years as the emphasis on accountability for learning has increased. Leadership is defined as a potent combination of strategy and character, the capacity to translate vision into reality and a process whereby an individual influences a group of individuals to achieve a common goal. Subjective experience creates the impression that self-esteem rises when one wins a contest, solves a problem or gains acceptance to a social group and that it influence the leadership behavior in the individual. Hence, the investigator collected the sample from 200 higher secondary students. The populations for the present study were higher secondary students in three different types of schools such as government, government aided and self-finance schools. The normative survey method is adapted. Results revealed that boys manifested significantly higher-level in leadership behavior and self-esteem when compared to their counter parts. Moreover, it is evident that self esteem and leadership behaviour of the students are significantly and positively correlated with each other. Educational implications were given.

INTRODUCTION

Education is a central agency in shaping the future of the individual and the nation. The quality of citizen depends upon the education that is imparted to them. It has been a vital force in regeneration of nation. The quality of education that goes in the schools is directly proportional to organizational climate, leadership and organizational practices. Every school has its personality in the sense of its unique characteristics by which it is marked and singled out from all other schools and this intangible factor within the school. Leadership is defined in terms of qualities interaction of an aspect of organization where the scope of action from individual is defined in making decisions and parenting pattern is a term that summarizes behaviours used by mother or father to raise the child. Hart (1994) discussed how successful leaders interact with group members and draw on their skills and knowledge. Researcher examined some principles of interaction and socialization that support a view of effective leadership in schools—that of leadership as social validation. Raiola (1995) outlined the most important skill for the transformational leader is building relationships through

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finding corroborate with the findings of Parminder Kaur (2013) and Kurt, Florian and Todd (2015) suggests that transformational leadership enhances followers' vision in life and positive self-esteem through enhancing empowerment. Thus, findings indicate that students self esteem have high influenced on leadership behavior.

CONCLUSION

Thus, student leaders try to influence the behaviour of other peers for attainment of some specified goals and objectives. Leadership behaviour is in demand in various fields of life situations social, political, cultural, educational, etc. Leadership is, therefore, a very important feature of many spheres of human activity. The study highlights that the effective leadership requires the right behaviours and self-esteem. The student leadership experience was also associated with the choice of future career goals as well as overall student development.

EDUCATIONAL IMPLICATION

- Communities should ensure their schools provide several CO-cunicular opportunities for students. Community leagues and service agencies should sponsor programs such as Girl Guides, Air Cadets and YMCA as opportunities for involvement and leadership development.
- Through orientation programs students at school should be introduced to out-of-class opportunities offered by various student clubs, campus recreation and athletics. and fraternal organizations.
- With the help of teachers and community leaders student mentoring programs should be introduced in high school.
- Mentor debriefing sessions should identify personal and professional skill development taking place as part of various leadership activities.
- Time management workshops should be provided for all prospective student leaders.
- Formal records of all positive involvement and leadership activities should be kept for all students in high school in order to identify and match experiences with leadership strengths.
- Student leaders should be introduced to leadership development program offered in high school. Sessions on meeting planning and organization should be included with a need to mix formal and informal aspects of meetings.
- Leadership development programs should familiarize student leaders with the art of consensus reaching.
- Leadership development programs should introduce student leaders with various roles taken by the president of student organizations.
- Leadership development programs should focus on role modeling as part of leadership and behavioural expectations of student leaders. Pressures of student leadership should also discussed.

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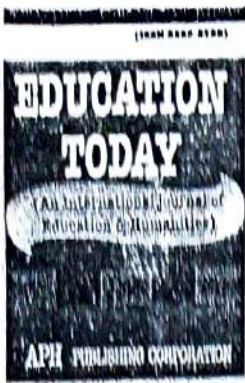
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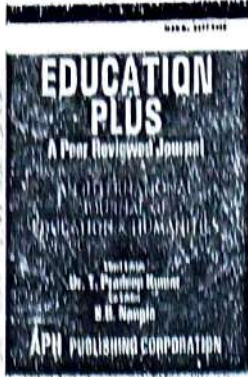
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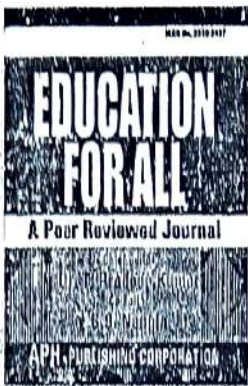
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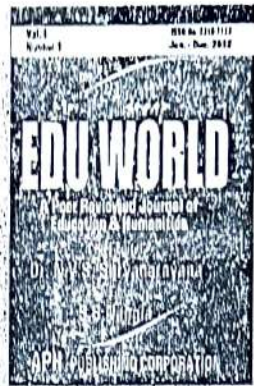
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Academic Procrastination in Relation to Academic Performance of Higher Secondary Students

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ABSTRACT

The present study is aimed to investigate the academic procrastination among higher secondary students and its relationship with academic performance. Effect of some demographic variables like gender, locale, type of management of schools were also explored. Sample consisted of 234 higher secondary students (121 boys & 113 girls) selected using stratified random sampling technique from different schools of Coimbatore district. The Tuckman Procrastination Scale (1991) was used to collect academic procrastination behaviour of higher secondary students. Though boys and girls were found to be similar in procrastination behaviour, girls were found to outperform boys academically. No significant relationship was found between academic procrastination and academic performance of higher secondary students.

INTRODUCTION

Procrastination is a common event and is often unavoidable because there are thousands of potential tasks that one could be doing at any time. Every single human being either working or non-working has to complete numerous tasks during a day for an effective performance, but for certain reasons completion of these required tasks is often delayed. This general tendency of delaying or postponing different tasks is referred as procrastination. Procrastination comes from the latin "Pro", which means of "tomorrow" (1994). There seems to be an agreement on procrastination as consistently delaying behaviours regardless of consequences.

Academic procrastination is the most researched procrastination domain (Jorke, Thau, Fries, 2011). This form of situational procrastination occurs when a person is passive in completing academically related tasks such as studying for an exam or talking to an instructor. People who procrastinate academically may be consciously or unconsciously aware they are engaging in the behaviour.

In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-semester test and so on.

academic performance among students, implying that more than half of the students in relation to academic tasks in frequently, often, or always, are procrastinate. This result is largely consistent with the findings of many researchers (Solomon & Ruthbloom, 1984; Kagan, 2009; Ferrari, Johnson, & McDonald, 2005; Klasn et al., 2008; Hariot & Ferrari, 1996) based on procrastination is the high rate of school. On gender, the academic procrastination researches, has largely equivocal, different, ambiguous and complex. Some of these studies (Ferrari et al., 1995; Kagan, 2009; Ozer & Dmyrvfrary, 2009) suggest that males procrastinate more. However, other studies indicate that there is no significant relationship between gender and procrastination (Clark & Hill, 1994; Haykvik, 1993; Solomon & Ruthblum, 1984). This study results also indicate that there wasn't a significant impact of gender on academic procrastination.


Now-a-days students are spending too much time on social sites, and much lesser time on socializing in person. In addition, students are attempting to multi-task. They are trying to check various social media sites while they study. Besides, their ability to concentrate on their task at hand gets significantly reduced due to the distraction that is brought by all these social media.

Hence, it is suggested that stringent measures shall be taken by the service providers in the register process in the social media. And the duration of constructive use of social media and internet sites shall be monitored by them. These might facilitate the students to focus on their academic tasks and control their academic procrastination behaviour.

Knowing and using appropriate planning skills is one key to avoid academic procrastination. When people plan precisely people will better focus their ideas which help them decide on the steps they need to take in order to achieve a particular goal.

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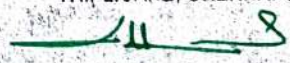
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Spiritual Intelligence and Negative Emotional Reactions among Adolescent Students

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Abstract

Spiritual Intelligence and Negative Emotional Reactions are related to individual's performance and it is one of the health, immunity, and comfort for people. This research was a descriptive correlation study. In this study 300 adolescent students were purposely selected. Instruments were the, questionnaire of Spiritual Intelligence and DASS questionnaire. Questionnaires were administered to the adolescent students of IX,XI. The results showed that Spiritual Intelligence is correlated to Emotional Reactions of adolescent students. By enhancing and reinforcing virtues such as Spiritual Intelligence adolescent students can protect themselves from an inevitable toxic effect of Stress and Anxiety, so they can effectively participate in the social context.

KEYWORDS: Spiritual Intelligence, Adolescence, Stress, Anxiety.

Introduction:

Spiritual intelligence helps not only to raise the fundamental questions of existence but it also helps an individual to find suitable answers and if need arises it helps to reframe the answers at different times of life. It is thus a capacity to be aware of the world and find place in it. Moreover it helps an individual to be able to live peacefully with him/her and society at large. Edwards (2003) has pinpointed to denoted differentiation between/characterizing use of spiritual intelligence or sources to resolve spiritual dilemma/troubles, and employing them in solving non-spiritual problems. Adolescence is a stage of human development that occurs between childhood and adulthood. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behavior. For adolescent students, stress and anxiety mainly comes from academic, interpersonal relations, relationship problems, life changes, and career exploration. Such Stress and Anxiety may usually cause psychological, physical, and behavioral problems, followed by depression and academic stress. The Spiritual Intelligence is subjected to the concepts of thought, understanding and problem-solving issues; it also makes us to confront with real self and potential power of overwhelming the daily life's problems and as well as making a deep understanding of our life in this regard. Since we are confronting with lots of stressful and anxious experiences in Adolescent students life, the ways of overcoming these problems can some extent to prevent against these heavy pressures and problems as well. The main purpose of the study is to evaluate the relationship between the Spiritual intelligence and Emotional reactions.



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SPIRITUAL INTELLIGENCE

Spiritual intelligence involves a set of abilities that draw on spiritual resources (Emmons, 1999, 2000a, 2000b) in a manner similar to Emotional Intelligence, which defines a set of abilities that draw on emotional resources and information (Mayer, et al., 2004). Just as emotional intelligence is not equal to emotionality, spiritual intelligence is not equal to spirituality. While spirituality refers to the individual search for, and experiential elements of, the sacred, meaning, higher-consciousness, and transcendence (Elkins, Hedstrom, Hughes, Leaf, & Saunders, 1988; Friedman & MacDonald, 2002), spiritual intelligence places a greater emphasis on abilities that draw on such spiritual themes to predict functioning and adaptation and to produce valuable products or outcomes (Emmons, 1999, 2000a, 2000b). Hence, SI combines the constructs of spirituality and intelligence into a new construct of spiritual intelligence

ADOLESCENCE AND SPIRITUAL INTELLIGENCE:

Adolescence is the period in which the foundation for future education, major life roles, relationships, and working toward long-term productive goals are established. Adolescence as a formative stage plays a significant role in the study of developmental psychopathology because after this maturational interval, it is difficult to change some behavioral and emotional patterns. Spiritual Intelligence involves an array of capabilities derived from spiritual resources in line with the advancement of an emotional reactions construct. Ostriv and superior awareness gave an implication that spirituality stands in the exploration of, and live through the holy elements. In forecasting performance, customary adjustment and generation of beneficial products or findings, spiritual intelligence brings out the power drawn on certain spiritual matters (Emmons, 1999).

NEGATIVE EMOTIONAL REACTIONS:

Negative emotions can be described as any feeling which causes you to be miserable and sad. These emotions make one to dislike our self and others, and take away ones confidence.

Emotions that can become negative are hate, anger, jealousy and sadness. Yet, in the right context, these feelings are completely natural. Negative emotions can dampen our enthusiasm for life, depending on how long we let them affect us and the way we choose to express them.

Stress

Stress is a necessary and unavoidable concomitant of daily living-necessary because without some stress we would be listless and apathetic creatures, and unavoidable because it relates to any external event, be it pleasurable or anxiety producing. A person's response towards stress depends on whether an event is appraised as a challenge or a threat (Lazarus & Folkman, 1984). In simplest language it can be described to the as lack of mental and physical wellbeing caused by unhappy situations or stimuli not under our control. It can also be defined as a state of imbalance between demands made on us from outside sources and our capabilities to cope with them. Ibrahim (1998) defined stress as a severe emotional response resulted from internal or external change. There are five levels of stress - Very high stress, High stress, Moderate stress, Low stress, Very low stress

Anxiety

Anxiety disorders vary from adolescent to adolescent. Symptoms generally include excessive fears and worries, feelings of inner restlessness, and a tendency to be excessively wary and vigilant. Even in the absence of an actual threat, some adolescents describe feelings of continual nervousness, restlessness, or extreme stress. In a social setting, anxious adolescent students may appear dependent, withdrawn, or uneasy. They seem either overly restrained or overly emotional. They may be preoccupied with worries about losing control or unrealistic concerns about social competence

Depression

Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feelings of guilt or low self-worth, disturbed sleep or appetite, feelings of tiredness and poor concentration. (The World Health Organization)The teenage years are a time when individuals develop their identity and sense of self. If a depression is left to develop, it can lead to isolation from family and friends, risk taking behaviours such as reckless driving, inappropriate sexual involvements and drug and alcohol abuse. It can also impact on school performance and study, which can have downstream effects on later career or study options.

Aggression

Aggression may be defined as harmful behavior which violates social conventions and which may include deliberate intent to harm or injure another person or object (Bandura, 1973).

Aggression is generally defined as any act intended to hurt another person. Harm may take many forms and serve distinct functions. Physical aggression is the most commonly studied.

It involves peers being harmed through physical damage or by the threat of such damage.

Need and significance of the study

In the ancient times people believed in simple living and high thinking. In contrast to this situation, in the contemporary industrialized society, there is cut throat competition. The knowledge explosion, globalization, liberalization is emerging. New technology has made modern life complicated and confusions prevail everywhere. The spiritualism of the past has been replaced by materialism at the present juncture. Reviewing the literature Spiritual Intelligence can improve Emotional reactions in a positive aspect .Mainly on Adolescents in an important period for Spiritual Intelligence training and gratitude as a subscale in Spiritual Intelligence has an ability to provide a general basis for the individual to be able to consider his /her seeking for goals and meaning in life.

Objectives of the study:

- To find out whether there is any relationship between Spiritual Intelligence and Negative Emotional Reactions.
- To find out whether there is any difference in Male and Female adolescent students in their
 - (a)Spiritual Intelligence.
 - (b)Negative Emotional Reactions.
- To find out whether there is any difference in IX and XI Standards of adolescent students in their
 - (a)Spiritual Intelligence.



- (b) Negative Emotional Reactions.
- To find out whether is any significant difference among the adolescent students based on Father's Educational Qualification in
 - (a) Spiritual Intelligence
 - (b) Negative Emotional Reactions.
- To find out whether is any significant difference among the adolescent students based on Mother's Educational Qualification in
 - (a) Spiritual Intelligence
 - (b) Negative Emotional Reactions.

Hypotheses:

- There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.
- There is no significant difference between Male and Female adolescent students in
 - (a) Spiritual intelligence.
 - (b) Negative Emotional reactions.
- There is no significant difference between IX and XI standards of adolescent students in (a) Spiritual intelligence.
 - (b) Negative Emotional reactions.
- There is no significant difference among the adolescent students based on Fathers Educational Qualification in
 - (a) Spiritual intelligence
 - (b) Negative Emotional Reactions based.
- There is no significant difference among the adolescent students in based on Mother's Educational Qualification in
 - (a) Spiritual intelligence
 - (b) Negative Emotional Reactions.

METHODOLOGY:

Sampling:

In this present study is based on normative survey method. A sample contain 300 adolescent students who are studying standard IX,XI were selected. They were selected in purposely selected Sampling Method.

Material:

1. The Spiritual intelligence Self-Report Inventory SISRI-24 by D.King(2008).
2. Modified version of DASS-21 developed by Fernando Gomez-Consultant Clinical Psychologist(1995).
3. Hamilton M. The assessment of anxiety states by rating. Br J Med Psychol(1959).

Correlation table

Hypothesis :I

There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.



	Spiritual Intelligence	Negative Emotional Reactions
Spiritual Intelligence	1	0.159**
Negative Emotional Reactions	0.159**	1

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

The above table it is inferred that there is positive Correlation between Spiritual Intelligence and Negative Emotional Reaction of the Adolescent Students

Table showing the difference among the Adolescent Students based on their Gender in their Spiritual Intelligence

Hypothesis :IIa

There is no significant difference in Male and Female students in Spiritual intelligence.

Hypothesis :II b

There is no significant difference in Male and Female students in Negative Emotional reactions.

Dimension	Gender	N	Mean	Std Deviation	Std Error Mean	t value	Level of significance
Spiritual Intelligence	Male	150	55.0800	9.38335	.76615	.793	NS
	Female	150	54.2000	9.84375	.80374		
	IX	150	54.6200	10.38886	.84825	.036	NS

[Handwritten signature]

	XI	150	54.6600	8.79813	.71836		
Negative Emotional Reactions	Male	150	60.9267	17.02824	1.39035	.007	NS
	Female	150	60.9133	17.04906	1.39205		
	IX	150	61.5133	18.0665 2	1.47513		
	XI	150	60.3267	15.9224 2	1.30006		
	XI	150	20.6467	5.50550	.44952		

The above table shows that there is no significant difference between Male and Female, IX and XI adolescent students based on their Spiritual Intelligence

There is no significant difference between Male and Female, IX and XI adolescent students based on their Negative Emotional Reactions Hence the above Hypothesis is accepted.

Table Showing the difference among the Adolescent Students based on Fathers Educational Qualification in Spiritual Intelligence and Negative Emotional Reactions with in sub groups.

	Fathers Educational qualification	Fathers Educational qualification	Mean Difference	Level of significance
Spiritual Intelligence	School level	College level	5.96616*	.05
		Professional level	11.43427*	.05
	College level	Professional level	5.46810*	.05
Negative Emotional reactions	School level	College level	6.39879*	.05
		Professional level	13.96782*	.05
	College level	Professional level	7.56903*	.05

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*the mean difference significant at the 0.05 level

The above table shows that there is significant difference between the Adolescent students whose Fathers Educational Qualification is at School level differs from the Adolescent students whose Fathers Educational Qualification is at College level and professional level in Spiritual Intelligence and Negative Emotional Reactions . Adolescent Students whose Fathers Educational Qualification is at College level differs significantly from the students whose Fathers Educational Qualification is at Professional level, in Spiritual Intelligence and Negative Emotional Reactions

Table 4.8.1 showing the difference among the Adolescent Students based on Mothers Educational Qualification in Spiritual Intelligence Negative Emotional Reactions with in sub groups.

	Mothers Qualification	Mothers Qualification	Mean Difference	Level of significance
Spiritual Intelligence	School level	College level	10.20665*	.05
		Professional level	12.39269*	.05
	College level	Professional level	2.18605	.01
Negative Emotional Reaction	School level	College level	11.87215*	.05
		Professional level	17.76688*	.05
	College level	Professional	5.89474	.01

* The mean difference is significant at the 0.05 level.

The above table shows that there is significant difference between the Adolescent students whose Mothers Educational Qualification is at School level differs from the Adolescent students whose Mothers Educational Qualification is at College level, and professional level in their Spiritual Intelligence and Negative Emotional Reactions. Adolescent students whose Mothers Educational Qualification is at College level differs significantly from the Adolescent students whose Mothers Educational Qualification is at Professional level, in Spiritual Intelligence but students whose Mothers Educational Qualification is at college level do not differ from Professional level in Negative Emotional Reactions

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Major finding of the study:

1. There is significant relationship between Spiritual Intelligence and Negative Emotional Reactions of Adolescent students.
2. There is no significant difference in Male and Female adolescent students based on their (a) Spiritual Intelligence
(b) Negative Emotional Reaction such as Stress and Anxiety.
3. There is no significant difference in X and XI adolescent students based on their (a) Spiritual Intelligence
(b) Negative Emotional Reaction such as Stress and Anxiety.
4. There is significant difference among the students based on their Father Educational Qualification in (a) Spiritual Intelligence
(b) Negative Emotional Reactions such as Stress and Anxiety
5. There is significant difference among the students in based on their Mothers Educational Qualification in (a) Spiritual Intelligence
(b) Negative Emotional Reactions such as Stress and Anxiety

Educational implication:

One of the most important aspects of a life is his proper Spiritual development. The Spiritual development of adolescent student is not a spontaneous process but it is give from his childhood. Only a well spiritually developed person can have a static personality, which is essential for better survival in their educational & professional life. Training institution can be greatly benefited by making it a point to assess these aspects of student teachers at the time of admission in training institution so that individuals with proper characteristics may be selected for teacher training programmes. Training institutions may also provide such situations to the prospective teachers in training period through which they may develop those characteristics, which are useful in enhancing their spiritual intelligence. Administrative authorities may also realize the importance of the spiritual intelligence of teachers. The present investigation suggests that educational authorities may concentrate their attention not only on academic qualifications, but also on the spiritual intelligence of prospective teachers at the time of requirements. This Study can provide new ways of thinking for better planning & effective execution of educational programmes.

Conclusion:

The findings showed that Spiritual Intelligence is associated with Emotional Reactions of adolescent students. Since Stress and Anxiety gradually lead to depression, it seems that stress management and anxiety could reduce the incidence and severity of depression over time. So due to the variations and complexities of these days of life, it seems necessary to strengthen the individuals in terms of Spiritual



aspect especially the adolescent students, who are always exposed to difficult situations, by means of thinking on life and work concept, commitment to diligence, loving other humans, awareness and thanksgiving for divine bounties.

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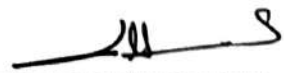
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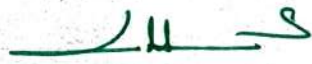
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APH PUBLISHING CORPORATION

Usage of E-Resources among Students, Researchers
and Faculty Members in Autonomous Colleges of
Education in Chennai

Mrs. S. Dhanalakshmi

सर्व शिक्षा अभियान के अंतर्गत 'स्कूल चले हम एवं आर्काव योजनाओं
का लाभ-लाभार्थियों की उपस्थिति एवं उपलब्धि पर प्रभावशीलता
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Peace: An Invaluable Asset to be Imbided and Implemented
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Effectiveness of Activity Based Teaching on Students'
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Types of Tourism
C. Dharamjaya and Dr. S. Veerabhadra



Usage of E-Resources among Students, Researchers and Faculty Members in Autonomous Colleges of Education in Chennai

Mrs. S. Dhanalakshmi*

ABSTRACT

In the present era of information explosion more and more publications are becoming web-concerned. Most of the academic libraries have changed the contemporary outlook towards functions and services. The environment is rapidly changing to an electronic one. Hence, decided to conduct this study for measuring the usage of e-resources among the students, researchers and faculty members in the autonomous colleges of education in Chennai. The study evaluated the purpose, benefits, preference of web browsers, search engines, file formats, problem faced and search patterns as the key parameters. It highlighted some problems, constraints and suggestions for better use of electronic resources. The study assessed the faculty awareness and use of electronic resources in their academic and research needs. The study suggested that the institution should set-up proxy server in the library and information centre to provide library resources and services to the door steps of it users.

Keywords: E- Resources, Academic Library, Electronic Resource, Teacher Education Resources

INTRODUCTION

After the innovation of Internet, functioning of publication industry has been changed drastically. Application of Internet has entered into all the fields and its role in publication and library is inevitable. Today, a wide variety of public information and commercial information is available over the web, which can be accessed by the users simultaneously at any time by breaking the geographical barriers. The information sources available through web are kept on increasing. There are many sources, which can be accessed through web are table of contents, bibliographies, databases, full text articles, theses and dissertations, reports, teaching materials, library OPAC, Web OPAC, Software's and so on. Web has become one of the important tools in academic institutions, which meets most of the information needs of the user community. Today, for every printed information, there is an equal electronic information in may file formats such as word, pdf, html and so on.

ELECTRONIC RESOURCES

Electronic resources are information available in electronic form, which is electronic representation of information. Many of the electronic resources such as e-Books, e-Journals, Digital Libraries, online journals & magazines, e-discussion, e-Theses and dissertations, multimedia tools, e-News, data archives, institutional repository, e-Learning tutors and on line test, etc are available in electronic form. These resources help the users to access the same from any part of the world. These electronic

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E-RESOURCES IN TEACHING AND LEARNING**D. Shenbagavalli**

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ABSTRACT

E-resources should be readily accessible to all. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc. played a significant role in teaching and learning process. But these printed versions are not easily accessible to all and are also expensive in nature.

Introduction

Raise awareness of the range and relevance of learning and instructional materials and media that can be used effectively in clinical teaching. Highlight examples of good practice in the use of materials, and indicate common errors that should be avoided. Provide ideas and examples for the use of teaching materials in the clinical setting to enhance student learning. Provide a foundation for developing your professional skills as a teacher in the clinical setting

Content: The principles of designing teaching materials to support teaching and learning in a variety of contexts including: the use of overhead projectors; using PowerPoint; using video in teaching and learning; resources for small group teaching; introducing problem based learning; developing study guides; supporting clinical learning with logbooks; and clinical skills laboratories.

The Use of Overhead Projectors Most lecture theatres and seminar rooms have an overhead projector (OHP) and you will certainly have seen them in use. There are however some "Do's" and "Don'ts" when preparing overhead transparencies. · Do use permanent (waterproof) pens if you intend to re-use the OHT (water soluble inks smudge very easily and detract from your presentation). · Do leave space to add to the transparency as the lecture develops; do this on an overlay or with water-soluble inks. · Do use large fonts; it will depend on the size of the lecture theatre but don't use anything smaller than 24 point. · Do use colour for emphasis for instance for a heading or key words, but. · Don't use colours that are difficult to read when projected - red, yellow and orange are particularly unsuitable. · Don't

fill the area available with text. Restrict yourself to key words. Don't photocopy text or diagrams from a book straight on to an OHT. The font size will be too small. Enlarge the original first. Don't put complex diagrams on OHTs that the audience has to copy - supplement the OHT by giving out printed copies.

Using PowerPoint

There have been two well-established methods of illustrating the traditional lecture or talk the 35mm slide projector and the overhead projector (OHP). Each has had its role for instance 35mm slides allow you to show photographs to illustrate the symptoms characteristic of a particular condition. The OHP enables you to prepare visual material in advance and to build on this as the lecture proceeds.

However computer-based technology has brought a new and powerful tool for clinical teaching Microsoft PowerPoint. PowerPoint is part of the Microsoft Office suite of programs. Essentially it enables users to create a series of slides on a computer which may then be projected in the lecture theatre using a data projector. It has advantages over both the slide projector and overhead projector. These include:

- PowerPoint comes with pre-formed templates to help you prepare professional looking and visually stimulating slides.
- Judicial use of colour can help you stimulate interest and emphasise key points. Be aware, however, that what appears attractive on your computer screen can be unreadable when projected.
- Text or diagrams are prepared in advance.
- A PowerPoint feature called 'animation' allows you to build up an image little by little with ease.
- Photographic images can be incorporated into the presentation as another slide especially simple if the images are captured on a digital camera. However any image can be scanned into PowerPoint.
- Video clips for instance to illustrate gait are also readily included in the presentation. You can include hyperlinks to WebPages.
- Slides you want to appear twice can be duplicated at the click of a mouse button and it is simple to re-order the slides.
- PowerPoint contains a variety of methods of changing from one slide to the next - called 'transitions'. These add to your presentation provided they are used sparingly. Like all technologies PowerPoint needs a little practice to develop your skills in using

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it. However the basics are not difficult especially if you are familiar with other programs in Microsoft Office such as Word. Try answering the questions below, which should help you avoid some of the more common errors for the beginner.

Mini quiz

1. Which font is better for PowerPoint slides - Times New Roman or Arial?
2. What minimum font sizes are suitable for a) Titles on slides and b) Text on slides?
3. How many lines of text should appear on a slide?
4. Should the background be pale (with black or dark coloured text) or dark (with white or pale coloured text)?
5. How do you avoid disaster for instance when the data projector blows its bulb or the data projector won't read your files/memory stick?

Answers

1. In general it is better to use a sans serif font such as Arial to prevent blurring of the text when it is projected.
2. a) Titles should be in a minimum of 32 point.
b) Text should be in a minimum of 28 point. You may require bigger fonts in a large lecture theatre. If possible check the slides at the venue in advance to ensure legibility from the back. You may be able to use smaller font if you are presenting to a small group in a seminar room rather than a lecture theatre.
3. Try to avoid more than six or seven lines. Use key words and do not fill the entire slide with text. *Don't reduce the font size to fit in more lines use an extra slide instead.*
4. If your lecture is in a dark room use a dark blue or green background with pale text (e.g. pale grey or straw yellow). In a partially dimmed room using a dark coloured font on a pale (and possibly textured) background but not white - may be helpful if you expect your audience to be taking notes.
5. Never put your complete trust in technology. Use PowerPoint to provide a back up set of your slides.

PowerPoint also includes a number of print options. Particularly useful are those that print either three or six slides to a single A4 page with or without notes. These make ideal handouts if you wish to give your audience the key points of your presentation to take home with them and have space to write notes as you talk. PowerPoint is not difficult to use and it does bring benefits for clinical teaching. The links and books suggested below should help

you if you wish to acquire the skills to enable you to prepare your own PowerPoint presentations.

Using Video in Teaching and Learning

Videotape recorders can be used in a number of different ways to enhance teaching in both large groups (lectures) and small groups. The advent of digital versatile discs (DVD) makes video images easier to use in the classroom, since individual clips can be immediately accessed without searching through a length of tape. Video images can also be made available via a website for students to view in their private study time. Below are some suggestions for how you could incorporate video into your teaching.

To illustrate clinical conditions.

It is important that students become familiar with the principle signs and symptoms of common clinical conditions. However these can be made much more memorable if they are illustrated (with consent) by video clips of patients. Movement disorders (e.g. Parkinsonian tremor) are more easily seen than described. Video tape is always available, can be used in lectures on non-clinical sites without inconvenience to patients and (once compiled) will save you time.

To show complex sequences of events.

Animated diagrammatic representations of complex events can be slowed and deconstructed. For instance in the cardiac cycle the relationship between the electrocardiogram, aortic and ventricular contraction and pressure changes, valve opening/closing and heart sounds is made relatively easy for students to assimilate if illustrated by animation. Such material is commercially available at a reasonable cost.

To show clinical skills.

Teaching in the clinical skills laboratory is discussed elsewhere in this paper, however the correct procedure for basic clinical skills (e.g. venesection, suturing) can be shown on video before the students attempt these procedures for themselves.

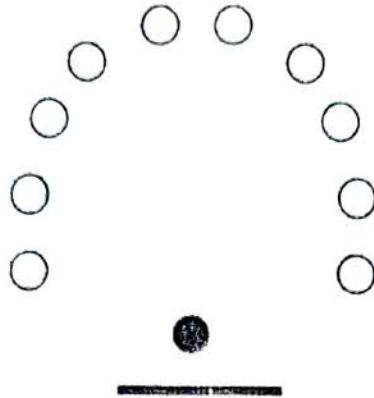
To stimulate student discussion.

A carefully structured video can be a good starting point for initiating student discussion of important issues in medical practice. For instance a cross-cultural consultation between a GP and a patient can trigger discussion about cultural sensitivity in the conduct of interviews and examinations of patients with particular religious beliefs.

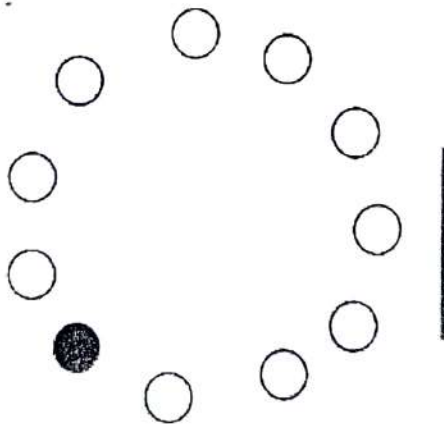
As an aid to consideration of affective skills.

The three main areas of content in the undergraduate medical curriculum are knowledge, skills and attitudes. Of these, attitudes are generally principled to be the most

teaching to become a mini-lecture in nature. However it should not be impossible to re-arrange the furniture if this is not your intention.



This arrangement, a U shape, is suitable for "closed" discussions (Mackway-Jones and Walker, 1999). The teacher is still a focus for attention and has access to the OHP or board. However the students are now able to see each other, and hence engage in discussion which does not have to be passed "through the chair". The teacher Students Teacher Board may also establish good contact with an individual by stepping into the centre of the U. It is also possible to encourage student active participation, for instance by handing over the pen to a student with the words "Perhaps you would like to show us that on the board." Students very quickly adopt the expectation of active participation. A further re-arrangement changes this format from a closed discussion to an "open" discussion.



In this circular arrangement the tutor has relinquished the position of power, and is now a member of the group. The whiteboard may not even be associated with the teachers seating position, but with another member of the group appointed as "scribe". This arrangement encourages an open discussion where all learn from each other rather than by

problematic - they are difficult to innumerate and explain to students. However, video recordings enable the student to put technical skills into the context of appropriate professional behaviour with respect to attitude. A good example might be a recording of a doctor explaining to a patient what will happen during an unpleasant procedure such as bronchoscope. Students may be asked to identify aspects of the doctor's behaviour that were helpful for relieving the patient's anxiety.

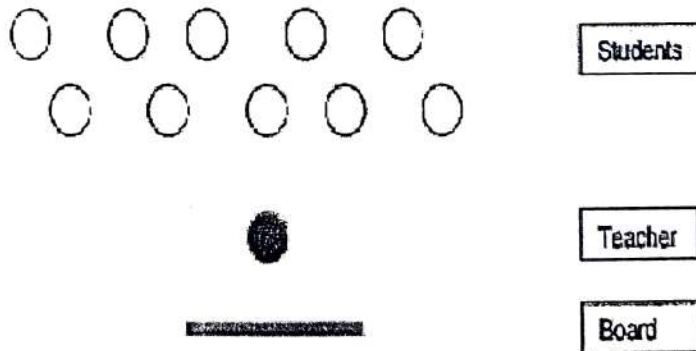
To provide students with feedback on their performance.

In this application a recording is made of a student undertaking some activity. Afterwards this is reviewed by the student and teacher so that the strengths and weaknesses can be identified with view to improving the student's skills. One good example is the use of simulated patients in learning communication skills. After a five or ten minute interview, the student, teacher and simulated patient (normally an actor's trained in feedback skills) can replay the recording and discuss particular aspects. Although perhaps a little daunted initially, most students come to value such feedback.

Resources for Small Group Teaching

Furniture, space and teaching style

Group teaching requires different skills and resources from those suitable for the lecture theatre. A good starting point is to consider what sort of small group teaching you are undertaking, and how this relates to the layout of the room. Many seminar rooms are set out with the students in rows, facing the teacher who stands in front of a whiteboard or OHP.



This layout prevents the students from interacting with each other without some difficulty and hence discourages group discussion. The student expectation will be that they are there to gain information imparted by the teacher, and the tendency will be for the

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teacher-to-student directed learning (the so-called transmitter-receiver model). This arrangement is essential for some activities, such as problem-based learning (see elsewhere in this paper).

Flipcharts and Whiteboards

Flipcharts are a teaching resource well suited to small group teaching (but which are far too small for use in the lecture theatre. In some ways they can be used as a substitute whiteboard (or chalkboard). For instance the group could be asked to brainstorm ("What are the possible causes of chest pain?"), and the tutor records them on the flipchart for later expansion. However they can be used in other ways to advantage.

Conclusion

Thus the e-resources have significant roles to play in teaching and learning process and hence it is the high time for the teachers to get an awareness of these resources for their future academic growth.

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- Race, P. (1999). 2000 Tips for Lecturers. Kogan Page. ISBN 0-7494-3046-X Using PowerPoint - References and Useful Links "How to get started using PowerPoint 4.0." <http://library.humboldt.edu/~chadwick/pptintro.htm>. A well illustrated step-by-step guide on how to use PowerPoint for the first time. Includes tips and guidelines to help avoid common errors.
- "Using PowerPoint". <http://www.microsoft.com/office/powerpoint/using/default.asp> On-line Microsoft support site that offers self paced tutorials on using PowerPoint and also "How to...." advice on specific tasks.
- "Using PowerPoint in Courses" <http://cit.duke.edu/resources-guides/methods-powerpointpresentations.html>. This is the site of Duke University Centre for Instructional Technology. This is just one of a number of guides on the site, and includes tips on using PowerPoint as well as "how to" instructions.
- PowerPoint 2000 for Dummies (1999). Doug Lowe and Grace Jasmine Published by Hungry Minds, ISBN 88-7303-5698 This popular series includes this handy book on PowerPoint.

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EFFECT OF EXAMINATION STRESS MANAGEMENT TECHNIQUES ON ACADEMIC ACHIEVEMENT IN COMPUTER SCIENCE OF XI STANDARD STUDENTS



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ABSTRACT:- The question of what counts as good education has received a great deal of attention, but too often it is conceived principally as a methodological question rather than an ethical one. Good education research is a matter not only of sound procedures but...

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*Effect Of Examination Stress Management
Techniques On Academic Achievement In
Computer Science Of Xi Standard Students*

Awarded to

D. Shenbagavalli and

V. Rajesvari

*In recognition of an outstanding contribution to the quality
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EFFECT OF EXAMINATION STRESS MANAGEMENT TECHNIQUES ON ACADEMIC ACHIEVEMENT IN COMPUTER SCIENCE OF XI STANDARD STUDENTS

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ABSTRACT:-

The question of what counts as good education has received a great deal of attention, but too often it is conceived principally as a methodological question rather than an ethical one. Good education research is a matter not only of sound procedures but also of



beneficial aim and result. Our climate aim as researchers and educators is to serve people's well-being. For their research to be deemed good in a strong sense, education researchers must be able to articulate some sound connection between their work and a robust and justifiable conception of human well-being. There is a

good deal of history and convention against such a conception of researchers wont. We need to consider the conditions needed if that conception is to be realized. Among the conditions is a concerned and cooperative Endeavour for moral education among researchers and the people with whom they a context where questions of well being are fore grounded welcomed and vigorously debated.

KEYWORDS: Good education research ,methodological question ,education researchers .

INTRODUCTION :

Stress is used to denote tension or distress. This strain or stress during examination is called examination stress. The examination situations may impose demands beyond that individual's capacity to meet them even given the resources available in that situation. These demands could be for productivity on a job. For resolving issue of great complexity or for resolution of conflicting expectations obviously the degree of stress is function of the ability of a given individual to meet these demands in the situations. The poor fir between the performance and the examination situation can also occur if the student not satisfied by relevant supplied in the environment (Cox Tons 1978 Stress London Macmillan). Stress can be broadly defined as the psychological and physiological changes, which as people respond to change (Borysenko, 1984). Stress is used to denote tension or distress. This strain or stress during examination is called examination stress.

The examination situations may impose demands beyond that capacity to meet them even given the resources available could be for productivity on a job. For resolving issue of great complexity or for resolution of conflicting expectations obviously the degree of stress is function of the ability of a given individual to meet these demands in the situations. The poor fit between the performance and the examination situation can also occur if the student motives not satisfy by relevant supplied in the environment.

NEED AND SIGNIFICANCE OF THE STUDY

Education is very important to everyone to lead a successful life. The social and technical change has a great

effect on student to life style and this of cause is carries over into their education. The concept of wellness has been defines as harmonies and productive balance of physical, mental and social well being brought about by the acceptance of students own responsibility of developing adhering to a health promotion program (Robert 1982).

Education must aim to develop not only organize bodies of factual and skill knowledge in unfamiliar situations. The teacher is an important constituency in the instructional process who can lay very important role in reducing stress of the students a good teacher can find out desirable and un-desirable character in children.

Each student should be motivated towards reducing examination stress and increasing academic achievement. Every student has a unique way of thinking and behaving under stressful conditions. As a result the individual therefore becomes a down heated and disappointed student. Studies prove the stress is the one of the main factor which influences academic achievement.

OBJECTIVES OF THE STUDY

- To identify the examination stress level of the students.
- To identify the academic achievement of the students.
- To teach the examination stress management techniques to the students.
- To study the effect of examination stress management on stress of selected students.
- To analyze and compare the impact of examination stress management techniques on academic achievement of students.

HYPOTHESES

1. There is no significant difference between mean scores of pre-test and post-test examination stress level of students in control group.
2. There is no significant difference between mean scores of pre-test and post-test examination stress level of students in Experimental group.
3. There is no significant difference between mean scores of pre-test of academic achievement in computer science of higher secondary students with respect to gender in control group.
4. There is no significant difference between mean scores of pre-test of academic achievement in computer science of higher secondary students with respect to gender in Experimental group.

Method

Experimental method of research has been used in the present study.

Sample

The present study is concerned with the XI standard students studying in Thiru G. Varatharajalu Chettiyar Higher Secondary School, Arcot. Out of 150 samples 60 were selected to for the present study. Equal number of students was assigned to experimental group and control group.

Tools Used

- Examination Stress Inventory by Dr. K. Saraladevi.
- Academic Achievement Marks obtained in the first mid-term was taken as the pre-test achievement score and the marks scored in second mid-term taken as the post-test achievement score.



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Data Analysis

Table 1: Difference between Mean of Pre-Test and Post-Test Examination Stress Level in Control Group

Control Group	df	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Pre-test	30	35.33	6.217	0.07	1.96	Not Significant
Post-test	30	35.165	5.25			

The calculated value (0.07) is less than the table value (1.96) at 0.05 level of significance.

Table-1 shows that there is a significant difference between the mean of pre-test and post-test stress level of the control group. The mean of post-test score for stress level is same. So, it is inferred that the stress level has to be same. Thus, the hypotheses-1 stating that, "There is no significant difference between mean scores of pre-test and post-test examination stress level of students in control group" is accepted.

Table 2: Difference between Mean of Pre-Test and Post-Test Examination Stress Level in Experimental Group

Control Group	df	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Pre-test	30	80.67	11.82	4.006	2.58	Significant
Post-test	30	40.5	12.7			

The calculated value (4.006) is greater than the table value (2.58) at 0.01 level of significance.

Table-2 depicts that there is a significant difference between the mean of pre-test and post-test stress level of the experimental group. The mean of post-test score for stress level is same. So, it is inferred that the stress level has reduced due to treatment. Thus, the hypotheses-2 stating that, "There is no significant difference between mean scores of pre-test and post-test examination stress level of students in experimental group" is rejected.

Table 3: Comparison of Pre-Test Academic Achievement With Respect To Gender in Control Group

Control Group	df	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Girls	15	53	2.249	0.4	1.96	Not Significant
Boys	15	54				

The calculated value (0.4) is less than the table value (1.96) at 0.05 level of significance.

Table-3 reveals that there is no significant difference between the mean of pre-test academic achievement level of the boys and girls in control group. The mean of boys have more academic achievement scores than girls. So it is inferred that the stress level of control group has no treatment. Hence, the hypotheses-3 stating that, "There is no significant difference between mean scores of pre-test of academic achievement in computer science of higher secondary students with respect to gender in control group" is accepted.

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Table 4: Comparison of Post-Test Academic Achievement With Respect To Gender in Experimental Group

Control Group	df	Mean	SD	Calculated 't' value	Table Value	Level of Significance
Girls	15	91	2.39	8.29	2.58	Not Significant
Boys	15	84				

The calculated value (8.29) is greater than the table value (2.58) at 0.01 level of significance.

Table-4 shows that there is no significant difference between the mean of post-test academic achievement level of the boys and girls in experimental group. The mean of girls have more academic achievement scores than boys. So it is inferred that the stress level of experimental group has treatment. Hence, the hypotheses-4 stating that, "There is significant difference between mean scores of post-test of academic achievement in computer science of higher secondary students with respect to gender in experimental group" is rejected.

FINDINGS OF THE STUDY

- There existed significant difference between men scores of pre-test and post-test examination stress level of students in control group.
- There existed significant difference between men scores of pre-test and post-test examination stress level of students in experimental group.
- There existed significant difference between mean scores of pre-test of academic achievement in computer science of higher secondary students with respect to gender in control group.
- There existed significant difference between mean scores of pre-test of academic achievement in computer science of higher secondary students with respect to gender in experimental group.

EDUCATIONAL IMPLICATIONS

Students will not be in normal situations when they are in stress. During examination also most of the students seem to be under stress. Stress produces Anxiety, Fear and Tension. It will disturb their whole personality and performance in school. So they have to control to stress for their betterment of the career. Students are able to achieve their goals when they are free from stress.

To write an exam properly a systematic preparation is required. The learning material that has been learnt by students must be retained for long of time, not just to reduce at the time of examination. Receiving daily lessons makes more systematic which will decrease the examination stress. The teacher especially in the method of preparation should guide the students. A through systematic preparation makes the examination very easy.

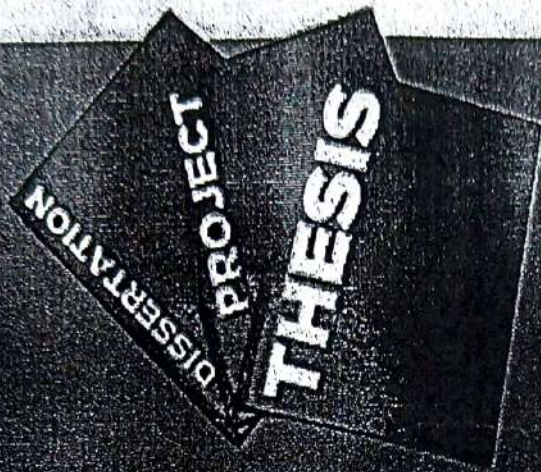
Students should be taught about time and personal management, which in turn will lead them to have examination stress and better study habits.

It is important to the students as well as the teachers in shaping the student's personality. The teachers must know about their problems and cause of stress. Teachers should identify the individuals who have higher levels of stress and poor study habits. Counselling and Guidance should be given properly to have reasonable stress and healthy study habits.

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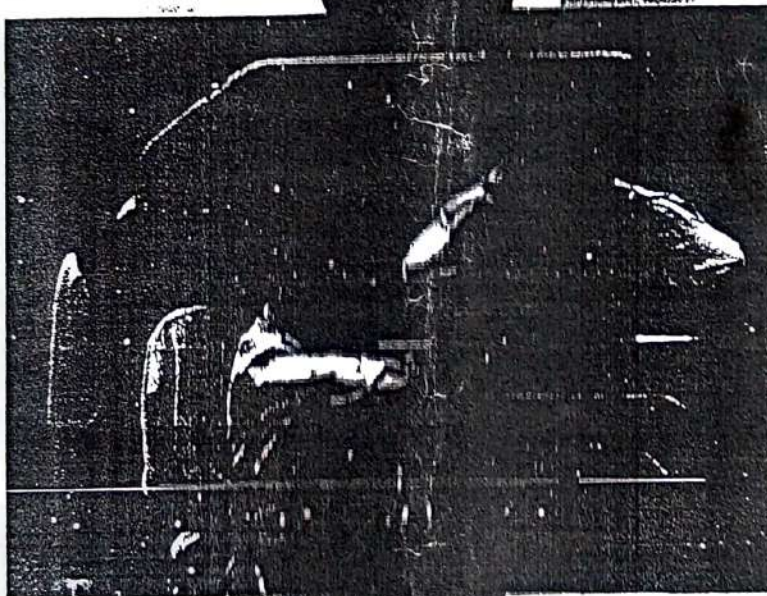
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POLLUTION AWARENESS AMONG EIGHTH STANDARD STUDENTS

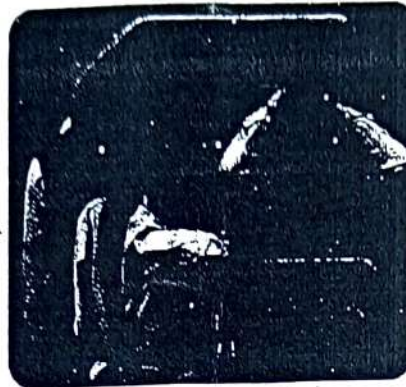
V. Sridevi¹ and Dr. V. Rajeswari²

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ABSTRACT:-

Due to the advancement in the knowledge of the environment there occurs an explosive increase in human population scarcity of space, food, problems, threatening depletion of natural resources and socio-economic problems. In order to meet the challenges of these



problems, one requires extensive and exhaustive understanding of the environment especially in relation of human survival and benefit. This all comes under the subject called environmental biology. It is of interest to note that environmental biology is not a new discipline but is simply an extension of ecological approach

which is mainly concerned with the study of the environment in relation to the welfare of man and his comfort. The reason for this is probably that man is regarded as the evolved and an intelligent component of the environment.

KEYWORDS: human population, natural resources and socio-economic problems.

INTRODUCTION :

Pollution has been defined as deliberate or incidental contamination of the environment with man's wastage. Pollution is anything that is released in to the environment which degrades it. Certain common pollutant of developed and developing countries is:

Deposited matter such as soot, smoke and grit.

Gases like sulphur dioxide, carbon dioxide, carbon monoxide, nitrogen oxide, hydrogen, sulphur dioxide, ammonia fluorine, chloride, etc.

Chemical compounds such as arsenic, hydrogen, fluorides, detergents, etc.

Fertilizers

Sewage

Noise and heat

TYPES OF POLLUTION

Air Pollution

Air Pollution is considered to be one of the most dangerous and common kind of environmental pollution that has been reported in most industrial towns and metropolitans of India and Abroad. "Air pollution means the presence in the door atmosphere of one or more contaminants, such as dust fumes, gas, mist, odor, smoke or vapor its quantities, with characteristics and of duration such as to be injuries to human plant or animal life or to

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property of which unreasonably interfere with comfortable enjoyment of life and prosperity"

Land Pollution

This is one of the environmental problems. The loss of soil fertility due to continuous farming results in the degradation of soil quality. This also leads to the destruction of native plants and local vegetation. At the harvesting season adds humus to the top soil. However, when the crops are harvested and removed from the field there is little organic matter left. Though it is controlled by application of biofertilisers and crop rotation, still farmers are not able to control the problem of soil erosion.

Water Pollution

River and lakes are the carriers of wastes generated by production and consumption activities of human beings as drinking water for most Indian cities comes from rivers and other surface sources. All the fourteen major rivers are subject to severe contamination and pollution today. The fourteen major rivers carry 85% of the silt run off and their basin 73% of the country the chief diseases. Also they account for a loss of productivity of the value of about 60 crores a year.

Noise Pollution

The development of the steam engine the petrol engine and technological machinery contributed to an increasingly noisy environment. Although the problem has been for several years now, it has been very much exacerbated as a result of the diesel engine. The diesel engine, the construction site machinery and the increased volume of road traffic, noise is accepted as a potential health hazard and is one of the pollution components.

NEED OF THE STUDY

During the present century, environment has undergone revolution; population of India is increasing day by day. Physical resources are being depleted and technological growth leads to air, water and noise pollution. We have started to realize the world is moving towards clusters and must adopt preventive and curative measures. Every river has a built-in self-purification capacity provided by nature but if too much of polluted materials is let into it they may lose their capacity to purify itself. The Government is taking several steps to conserve the natural environmental conditions. Environment pollution is a current show for which the awareness must be created among the school children. This can be done by providing environment education either as a separate subject or as an inter-disciplinary subject. By this the teacher can develop critical thinking about pollution among the students. The student will develop concern for the environment.

OBJECTIVES OF THE STUDY

- To find out the pollution awareness among VIII standard students with regard to gender and type of school.

HYPOTHESES

1. There will be no significant difference in the pollution awareness among VIII standard students in terms of gender.
2. There will be no significant difference in the pollution awareness among VIII standard students in terms of type of school.

Method

Survey method of research has been used in the present study.

Sample

The samples were chosen from three types of schools namely Government, corporation, and matriculation. The students studying in VIII standard were selected as the sample by random sampling method. The students belonged to the age group of 12 to 13 years. The sample size is 300. They included 150 boys and 150 girls.

girls.

Tool

Each descriptive type of research employs one or more tools for collecting valid and reliable data. The major types of tools of the research are the questionnaire, schedule test, inventory and scales. In the present study the pollution awareness scale by Dr. Lalit Kishore (1993) was used. The pollution awareness scale consists of 53 items. The items have been so selected that all aspects of pollution are counted. The scale suits mental age of 13 years and upward. There are 3 parts of the scale. Part A contains, question testing general awareness of pollution like air, water, soil noise, Part B contains multiple choice questions which help in knowing responses of individual when put in various situations. Part C has questions on pollution which is hard to detect like radiations; communication wave nuclear, hazards etc. The answers of all parts fall in 3 categories Yes, No, Can't say.

Data Analysis

Table 1: Mean Significant Difference of Pollution Awareness Scores With Respect To Boys and Girls

Gender	N	Mean	SD	SE	SED	CR	Level of Significance
Boys	150	54.83	8.558	0.698	1.117	1.352	Not Significant
Girls	150	56.34	10.669	0.871			

The calculated value is less than the table value at 0.05 level of significance.

Table-1 shows that there is no significant difference in the pollution awareness scores between boys and girls. Thus, the hypotheses-1 stating that, "there will be no significant difference in the pollution awareness among VIII standard students in terms of gender" is accepted.

Table 2: One Way ANOVA for the Pollution Awareness Scores of the Students Studying in Different Type of School

Source of Variation	df	Sum of Square	Mean Square	F	Level of Significance
Between Groups	2	3504.45	1752.22	27.638	Significant
Within Groups	298	18893.3	63.40		
Total	299	22397.7			

The calculated value is greater than the table value at 0.01 level of significance.

Table-2 depicts that there is significant difference in the pollution awareness scores in between the students studying in different types of school. Thus, the hypotheses-2 stating that "There will be no significant difference in the pollution awareness among VIII standard students in terms of type of school" is rejected.

Table 2.1: Mean Significant Difference of Pollution Awareness Scores of the Students Studying in Government and Corporation Schools

Type of School	N	Mean	SD	SE	SED	CR	Level of Significance
Government	100	59.72	9.152	0.9152	1.271	6.583	Significant
Corporation	100	51.35	8.824	0.8824			

The calculated value is greater than the table value at 0.01 level of significance.

Table-2.1 reveals that there is significant difference in the pollution awareness scores among VIII standard students studying in Government and Corporation schools.

Table 2.2: Mean Significant Difference of Pollution Awareness Scores of the Students Studying in Matriculation and Corporation Schools

Type of School	N	Mean	SD	SE	SED	CR	Level of Significance
Matriculation	100	55.69	8.872	0.8872	1.251	3.468	Significant
Corporation	100	51.35	8.824	0.8824			

The calculated value is greater than the table value at 0.01 level of significance.

Table-2.2 shows that there is significant difference in the pollution awareness scores among V standard students studying in Matriculation and Corporation schools.

Table 2.3: Mean Significant Difference of Pollution Awareness Scores of the Students Studying in Government and Matriculation Schools

Type of School	N	Mean	SD	SE	SED	CR	Level of Significance
Government	100	59.72	9.152	0.9152	1.275	3.16	Significant
Matriculation	100	55.69	8.872	0.8872			

The calculated value is greater than the table value at 0.01 level of significance.

Table-2.3 depicts that there is significant difference in the pollution awareness scores among V standard students studying in Government and Matriculation schools.

MAJOR FINDINGS


- There is no significant difference in the pollution awareness of VIII standard students with regard to gender.
- There is no significant difference in the pollution awareness of VIII standard students with regard to type of school.

EDUCATIONAL IMPLICATIONS

Awareness of pollution is felt need in the field of education. It is the teacher who should educate the students to know about the environment and cause of pollution in the environment. The study of pollution awareness is important for the students in order to manage resources for sustainable development. It is necessary to create awareness camp students to preach public in their societies. Natural resources are considered to be global resources and resources development as a whole is the responsibility of each and every individual of human being.

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Review of Research

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**POLLUTION AWARENESS AMONG EIGHTH
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Awarded to

V. SRIDEVI AND V. RAJESWARI

*In recognition of an outstanding contribution to the quality
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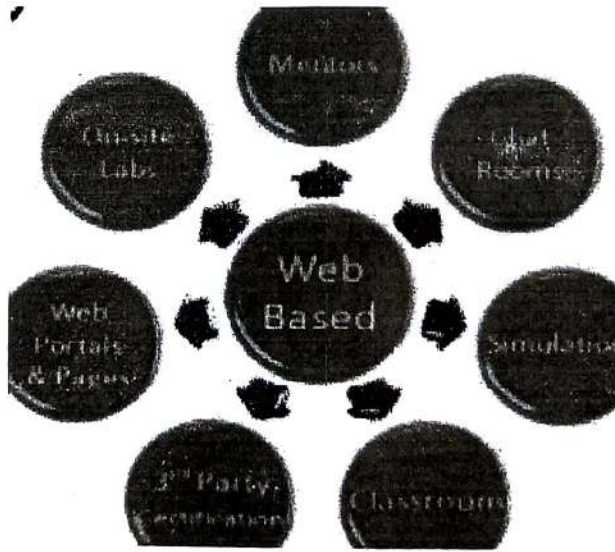


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INTEREST TOWARDS WEB-BASED LEARNING AMONG HIGHER SECONDARY STUDENTS



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ABSTRACT:- There is a much talk nowadays about the need for implementing web learning and web-based learning skills among the teachers and higher

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RESEARCH DIMENSIONS

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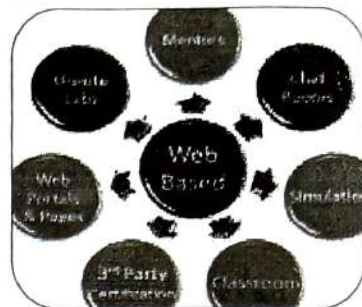
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INTEREST TOWARDS WEB-BASED LEARNING AMONG HIGHER SECONDARY STUDENTS

Kalpana D.¹ and Dr. T. Malliga²

¹Ph.D. Research Scholar, Bharathiar University, Coimbatore, Tamil Nadu.

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ABSTRACT

There is a much talk nowadays about the need for implementing web learning and web-based learning skills among the teachers and higher education students. Web-based learning helps the distant learners, disabled persons, house wives and old age peoples to learn whatever they want to learn at any time. So, the web-based learning enhances the knowledge of the varied learners. According to the interest of the learners the learning content can be obtained at any time. The development of interest towards web-based learning concept increases their self confidence among the students in the technological era. Now a day's there is an active participation in computer and related fields that boost the nation's development in the global competition. Therefore, the present study is a high need of the hour.

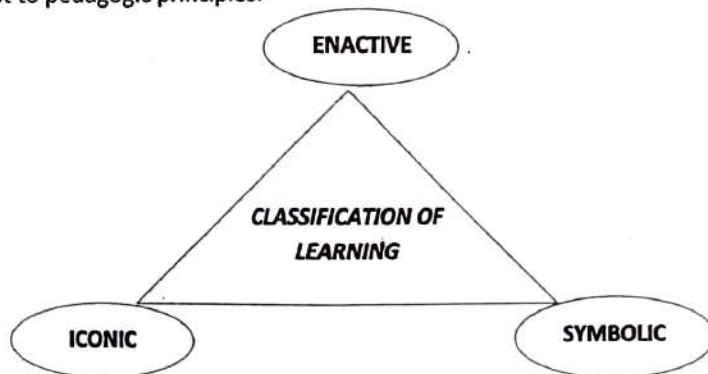
KEYWORDS: teachers and higher education students , varied learners.

INTRODUCTION

'WEB-BASED' the first such system was created by Ward Cunningham in 1995. In this age of revolution of information technology there has been explosion of knowledge in almost all fields, but man is still discovering, classifying and recording new information. Media may be effective and acceptable to teachers as well as students.

LEARNING

Learning is to be given more importance than teaching. The science of teacher's behavior is called "pedagogy" and that of pupils' behavior is known as "mathetics". Now more stress is to be laid on mathetic principles in contrast to pedagogic principles.



Learning means modification of behavior. Learning processes are also classified into three: (i) enactive (ii) iconic (iii) symbolic. Hence communication is a bridge gap between the teaching and learning

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KNOWLEDGE IN STOCK MARKET AMONG COLLEGE STUDENTS



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ABSTRACT - Many financial professionals believe that the earlier children begin learning about investing and basics of economics, the better their chances for future financial stability. Children can start to understand the importance of

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KNOWLEDGE IN STOCK MARKET AMONG COLLEGE STUDENTS

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²Principal, Vellallar College of Education, Thindal, Erode, Tamil Nadu.

ABSTRACT

Many financial professionals believe that the earlier children begin learning about investing and basics of economics, the better their chances for future financial stability. Children can start to understand the importance of investing at a young age, such as with an allowance or piggy bank. The stock market can teach the students how to track their investments, monitor company performance, practice proper money management techniques and follow trends in the market. Learn more about the stock market and its history enhances the knowledge of the varied learners. According to the interest of the learners the learning content can be obtained stock market learning increases their self confidence among the students in the technological era. Now a day's there is an active participation in stock market related fields that boost the nation's development in the global competition. Therefore, the present study is a high need of the hour.



KEY WORDS: financial professionals , learning content , stock market learning.

INTRODUCTION :

In recent years, the stock market has seen substantial ups and downs. People who have been investing in the stock market over the last few years may be reluctant to open their statements for the fear of seeing how much their portfolios have declined. For the beginning investor, this perspective can result in procrastination in stock investing. STOCK MARKET STUDY is of vital importance in the field of commerce education at college level and fruitful for them to know the strategies of which they could be able to assess and evaluate the field of Stock Market as follows.

- To know the works of Stock Market.
- To interpret the financial news and stock market price reports.
- To make trades.
- To look for various types of brokers/brokerage firms.
- To predict the risks associated with trading derivatives and its types.
- To suggest the investors not to cheat by the brokers/intermediaries.

WHAT IS SHARE MARKET?

A share market is where shares are either issued or traded in.

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Nov 2017 - 2018

Investigating the association between attitude towards learning and scholastic performance of students at the Secondary level in Vellore district

Paper ID	IJIFR/V5/ E3/ 011	Page No.	8887-8893	Subject Area	Education
Key Words	Attitude Towards Learning, Scholastic Performance, Secondary Level Students				

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Abstract

The purpose of this research is to study, observe and analyze the academic performance of secondary students' attitude towards learning. Normative survey method is used for this study. The tool on Attitude towards learning (constructed by the investigator, 2012) consists of 32 items was used to measure the students' attitude towards learning. Total marks obtained by the students in all the subjects were considered as scholastic performance which was taken from School Mark Register. Research findings indicated no association between students' attitude towards learning and achieving academic success in the classroom.

1. INRODUCTION

Academic achievement has become an index of child's future in this highly competitive world. Student academic achievement evidenced by their performance is one of the most important outcomes by which attitude towards learning is judged examining the role of school in improving students' achievement. The purpose of this research is to investigate whether the attitude towards learning of students is related with identified impacts of their academic performance. Good (1945) defined Scholastic Performance as the



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knowledge attained or skills developed in all the school subjects, usually assessed by their total test scores or by marks assigned by teachers.

Attitude is a hypothetical construct that indicates an individual like and dislike towards an item. It may positive, or negative. Attitude is an approach, temperament, sensation, situation, etc. With regard to a person or thing: inclination or course, especially of the mind.

Attitudes are learned throughout life and are embodied within our socialisation process. All of us observe others and assess attitude on the basis of communication style and behaviour. This is an example of an informal approach, which is spontaneous and based on our understanding of social cues. There may be wrong in our judgement of learners who turn up late for classes and do not ask questions, but they may still hold very positive attitude towards the subject that was being presented at that time. The negative attitude towards learning could result in learners' poor performance preventing them from obtaining required results.

Attitude is a way of perceiving things in our point of view (Muellerleile,2005). The important outcome of secondary school students' learning is nothing but scholastic performance of students.

II. SIGNIFICANCE OF THE STUDY

Students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the sole determinant of success or failure will make little effort to contribute to their own learning. Hence, attitude towards learning plays a significant role in students' performance. This study throws light on the importance of attitude towards learning.

III. OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference in Attitude towards learning of secondary school students based on their gender, medium of instruction, type of school and type of management.
2. To find out whether there is any significant difference in Scholastic Performance of secondary school students based on their gender, medium of instruction, type of school and type of management.
3. To find out whether there is any significant association between Attitude towards Learning and Scholastic Performance of Secondary School students.

IV. HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Attitude towards learning of secondary school students based on their gender, medium of instruction, type of school and type of management.

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2. There will be no significant difference in the Scholastic Performance of secondary school students based on their gender, medium of instruction, types of school and types of management.
3. There will be no significant association between Attitude towards Learning and Scholastic Performance of Secondary School students.

V. METHODOLOGY

The present investigation was basically designed as a descriptive method as the techniques of research employed was normative survey method. Students' attitude towards learning and total marks secured by the secondary school students were collected by the investigator. A stratified random sample of 300 students from six schools were used for the present study with due representative was given to the variables viz. Gender (Boys and Girls), Types of School (Boys, Girls and Co-Education), Types of management (Govt, Govt-Aided and Private), Medium of Instruction (Tamil and English). The general information of the respondents was codified. The codified details and achievement scores of all the subjects were tabulated and consolidated on data sheets in such a way as to facilitate computer processing.

The tool on Attitude towards learning consists of 32 items. Items of the scale are in statement form demanding information for each statement in any of the five options namely, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Reliability of attitude towards learning scale was found to be 0.7681. Intrinsic validity was found to be 0.8764. Scholastic Performance was taken in terms of marks obtained in all the subjects from the School Mark Register.

VI. ANALYSIS OF THE DATA

The collected data was analysed using statistical techniques like Mean, Standard Deviation, Critical Ratio and Chi-square.

Table 1: Showing the Mean difference in Attitude towards Learning of secondary school students based on gender, medium of instruction, type of school and type of management

Variable	Demographic variables	N	Mean	Std. deviation	t- value	LS	
Attitude towards Learning	Gender	Boys	150	129.69	12.750	4.946	0.01**
		Girls	150	135.99	8.991		
	Medium of Instruction	Tamil	200	131.89	12.157	2.049	0.05*
		English	100	134.75	9.686		
	Type of School	Boys	100	128.84	14.528	4.475	0.01**
		Girls	100	136.46	8.881		
		Boys	100	128.84	14.528	2.587	0.01**
		Co-Education	100	133.23	8.770		
		Girls	100	136.46	8.881	2.588	0.01**
		Co-Education	100	133.23	8.770		
Type of	Government	100	128.15	13.290	4.562	0.0	



M. Venmani, Dr. S. Vasanthi :: Investigating the association between attitude towards learning and scholastic performance of secondary school students at the Secondary level in Vellore district

Management	Aided	100	135.63	9.601	4.013	0.01*
	Government	100	128.15	13.290		
	Private	100	134.75	9.686	0.645	NS
	Aided	100	135.63	9.601		
	Private	100	134.75	9.686		

** Significant at 0.01 level

*Significant at 0.05 level

NS- Not Significant

From the above table, it is inferred that there exists significant difference between boys and girls in Attitude towards learning at 0.01 level. From the mean scores, it is evident that girls are having favourable attitude towards learning than boys. This may be because girls tend to work hard in achieving good scores and they concentrate more in the class when compared to boys. Hence, they understand the concepts very well and their attitude naturally will be more than boys.

As far as medium of instruction is concerned, it is inferred that there exists significant difference between the students studying in English Medium and Tamil Medium at 0.05 level. It is evident from the mean scores that the students studying in English Medium has favourable attitude towards learning. Since the students studying in English medium schools will be able to cope up with the teaching in both English and Tamil language. But the Tamil medium students cannot understand when they are taught in English and they find it difficult to study while pursuing their higher studies. Hence, the language will be the demotivating factor for the Tamil medium students.

On comparing the type of schools, it is evident that there exists significant difference among girls, boys and co-education schools at 0.01 level. It is seen that girls' schools have high mean scores in the attitude towards learning. Since girls are more dedicated and hard working, their attitude towards learning is more than boys and co-education schools.

In case of type of management, it is inferred that there exists significant difference between Government and Aided and Government and Private schools at 0.01 level. But, there is no significant difference between Aided and Private schools in their attitude towards learning. From the mean scores, it is evident that the students studying in Government Aided schools are having favourable attitude towards learning when compared to Government and Private school students. This is because most of the students studying in Government Aided schools belong to middle socio-economic status and they are motivated by their parents to get better marks in the examination so as to get better status in their future.

From the above discussion, the formulated hypotheses that there will be no significant difference in the Attitude towards learning of secondary school students based on their gender, medium of instruction and type of school is rejected. But, with regard to type of management the formulated hypothesis that there will be no significant difference in the Attitude towards learning of secondary school students is accepted.

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Table 2: Showing the Mean difference of Scholastic Performance of Secondary School students based on gender, area, medium of instruction, type of school and type of management

Variable	Demographic variables		N	Mean	Std. deviation	t-value	Significance	
Scholastic Performance	Gender	Boys	150	262.95	64.855	0.25	.83	
		Girls	150	264.84	65.049			
	Medium of Instruction	Tamil	200	248.21	57.964	6.295	.001	
		English	100	295.26	66.765			
	Type of School	Boys	100	262.63	62.073	1.08	.28	
		Girls	100	253.24	60.354			
		Co-Education	Boys	100	262.63	62.073	1.40	.16
			Girls	100	253.24	60.354		
		Co-Education	Boys	100	275.81	70.330	2.43	.015
			Girls	100	253.24	60.354		
	Type of Management	Government	100	254.39	60.769	1.513	.13	
		Aided	100	242.03	54.622			
		Government	Government	100	254.39	60.769	4.52	.000
			Private	100	295.26	66.765		
		Aided	Government	100	242.03	54.622	6.17	.000
Private			100	295.26	66.765			

Table 2 shows that there exists significant difference between Tamil and English medium students at 0.01 level. Based on the mean scores, it is evident that students studying in English medium have higher scores in their scholastic performance. English medium students have better understanding and more ideas regarding subjects by using technology, they will be able to perform better than Tamil medium students.

Also, it is observed that there exists significant difference between the students studying in Girls and Co-education schools at the secondary level at 0.05 level. When comparing the mean scores, it is inferred that students studying in co-education schools have better scholastic performance than boys' and girls' schools. Due to peer group healthy competition between boys and girls, students studying in co-education schools perform better than their counterparts.

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It is noted that that there exists significant difference among the students studied in Government, Government Aided and Private secondary schools in the Scholastic performance at 0.01 level. From the mean scores, it is revealed that students studying in private schools have better scholastic performance when compared to students those are studying in Government and Government Aided schools. This is because, private schools put more effort in getting the results very high by conducting special coaching classes for their students in order to get familiarity about their schools.

But, it is also observed that there exists no significant difference between boys and girls, boys' and girls' schools, boys' and co-education schools and Government and Government aided schools. They are similar in their scholastic performance.

Hence, the formulated hypothesis that there will be no significant difference in Scholastic Performance of secondary school students based on their medium of instruction, types of school and types of management is rejected. But the formulated hypothesis that there will be no significant difference in the Scholastic Performance of secondary school students based on their gender is accepted.

Table 3: Showing the association between Attitude towards Learning and Scholastic Performance of students at the secondary level

Variable	Levels	Count	Academic Achievement			Total	df	χ^2
			Low	Moderate	High			
Attitude towards Learning	Low	Count	20	44	14	78	4	7.025
		Expected Count	19.5	38.7	19.8	78.0		
	Moderate	Count	41	62	41	144		
		Expected Count	36.0	71.5	36.5	144.0		
	High	Count	14	43	21	78		
		Expected Count	19.5	38.7	19.8	78.0		
	Total	Count	75	149	76	300		
		Expected Count	75.0	149.0	76.0	300.0		

It is revealed from the above table that there is no significant association between Attitude towards learning and scholastic performance among secondary school students. Therefore, the stated hypothesis that there will be no significant association between Attitude towards Learning and Academic Achievement of Secondary School students is accepted.

VII. FINDINGS OF THE STUDY

1. There is a significant difference among secondary students based on their gender, type of school and type of management (govt and aided, private and aided) with respect to their Attitude towards learning.
2. There is significant difference among secondary level students based on medium of instruction, type of management (govt and private, aided and private) with respect to their Scholastic Performance.

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3. There is no significant association between Attitude towards learning and self performance among secondary school students.

VIII. CONCLUSION

From the findings of the study, it is concluded that attitude towards learning has a significant role in achieving better scores in the subjects. Hence, it is in the hands of the teachers to inculcate favourable attitude among their students by making the teaching interesting and motivating. Enhancing interest towards the subject is the major goal of the teaching profession.

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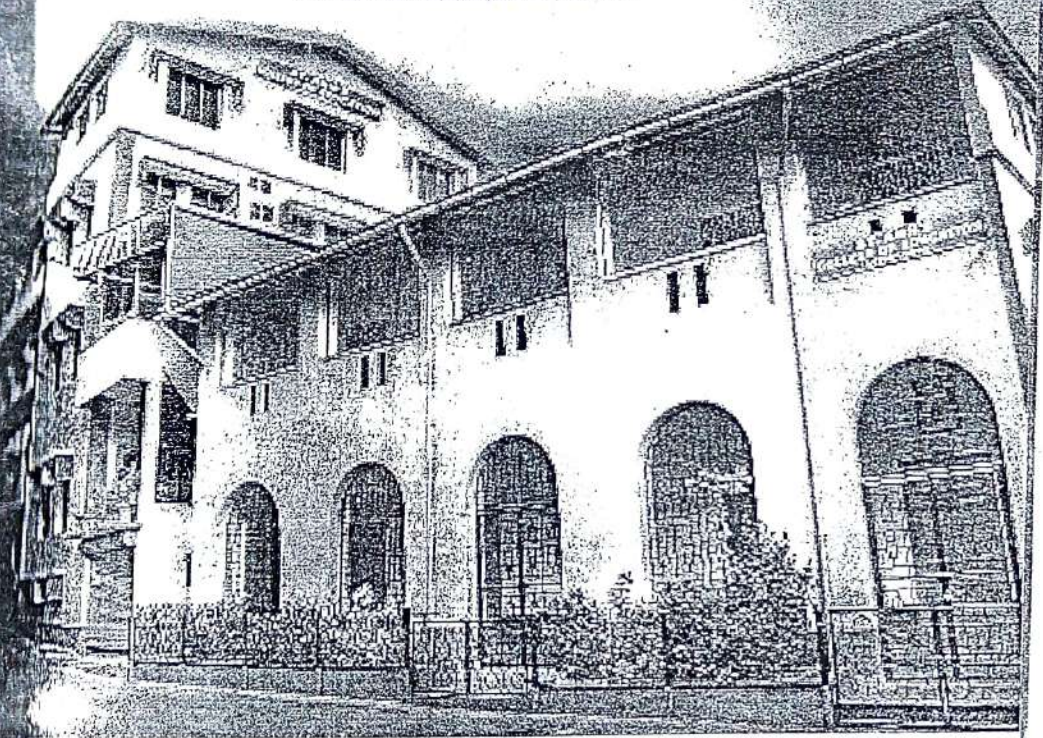
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A STUDY ON COPING SKILL OF ADVENTITIOUSLY VISUALLY IMPAIRED STUDENTS

Dr. K. Sambath Rani*

Ms. E. Nivethana**

Abstract

Coping skills are those that we use to offset disadvantages in day to day life. Coping strategies developed by blind people has been researched upon in the context of self efficiency and mobility. Individuals with adventitious visual impairment need coping skill strategies to gain stability in self esteem. Taking this into consideration, the researchers made a study on the coping skill of adventitious visually impaired students and their degree of efficiency in social relationships. The present study was conducted in colleges of the visually impaired. Purposive sampling technique was used. An interview and a check list on coping skills were the tools used for the study. Qualitative and quantitative procedures were used to analyse and interpret data. The findings of the study show that the coping skills of adventitious visually impaired students are the same irrespective of the type of disability.

Keywords: Coping Skills, Adventitious visually impaired students

Introduction

Research on the coping strategies developed by blind people has mainly been explored out with individuals who had recently acquired a condition of blindness or serious visual impairment. Some of these studies highlight in particular the importance of self-efficiency and mobility (Beggs, 1992). Blindness and visual impairment create a barrier as well as a situation of passive behavior that causes boys and girls who suffer from them become dependent on others. They are always expecting others to help and take decisions for fear of being rejected. They feel they always have to show that they are capable and that their errors are "excusable" because they are blind. This is true for some of our teenagers have declared. Their level of self-esteem is usually low, due to the fact that they need specific aids that continuously display their stigmas such as canes, glasses, monocle lenses,

folding tables, Braille reading, and so on). These necessities create in them a feeling of disability and dependence, to such a degree that it makes them wonder to which group they really belong-Calvo, 1995

Research has been carried out in previous years (Van Hasselt, 1981; Calvo, 1986; Calvo and Saez, 1995, among others) which has reached the conclusion that there is a need for blind students to be given social skills education. Other authors (Díaz Agudo, 1995; Verdugo and Caballo, 1999) see this training as the opening key to social relationships, or in other words, by learning the skills of social behavior social competence will increase and blind students will then feel themselves more integrated within the world of the sighted.

Observation carried out on blind teenagers relating to each other within a group that shares the same visual impairments shows that they are socially

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