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Personality Type And Emotional Intelligence Among Teacher Educators In Colleges Of Education

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ABSTRACT

The present study investigates the relationship among personality type and emotional intelligence. Survey method is used to select a sample of 434 teacher educators in colleges of education. Eysenck Personality Questionnaire is used to assess personality type and Emotional Intelligence Scale (Hydes and others, 2002) is used to assess Emotional Intelligence of teacher educators in different colleges of education. The results of the statistical analyses show a significant correlation between personality type and emotional intelligence among teacher educators in colleges of education. A significant difference is found in personality type and emotional intelligence of teacher educators in different colleges of education

Key Words : Personality Type and Emotional Intelligence

1. Introduction

The present education system does not give any guarantee for a successful life. Recent findings have identified emotional intelligence as the single most factor predicting success and happiness in life. Emotional Intelligence is the sum total of five factors namely knowing one's emotions, managing emotions, motivating result, recognizing emotion in others and handling relationships (Goleman, 1995). According to Goleman (1995) intelligent quotient accounts for only about 20% of a person's success is life. The balance can be attributed to emotional intelligence. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal social exchange, managing change, and conducting performance evaluations (Goleman, 1995). According to Goleman (1995), emotional intelligence, the skills that help people harmonize, should become increasingly valued as an asset in the years to come.

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Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. An individual's personality is an aggregate conglomeration of decisions he or she has made throughout his or her life. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to process of socialization, personality also colors our values, beliefs, and expectations. Hereditary factors that contribute to personality development do so as a result of interactions with the particular social environment in which people live. There are several personality types as Katharine Cook Briggs and Isabel Briggs Myers indicated in Meyers-Briggs Type Indicator.

Emotional intelligence is the combination of mind and heart. Damage to the combination or connection or correlation or congruity between the mind and heart or more technically between cognition and emotion leaves people emotionally incompetent. Today emotional incompetence is perceived to be the major hurdle for not attaining the full potential and so the need arises to pay attention to personality type and emotional intelligence of teacher educators, who play a very important role in training teachers, the pillars of our nation.

2. Review of related Literature

Studies pertaining to personality type and emotional intelligence have been compiled and presented hereunder: The relevant literature for the research project encompasses a wide range of disciplines within the domains of teaching and in the study of professional positioning and competence.

According to Haskett (2003) study on the emotional intelligence and teaching success in higher education at the Indiana University, USA investigated the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on the analysis it was clear that it was not only the actions/ behaviours taken by faculty that were important, but the underlying attitude (related to EQ) behind the actions that had the greatest influence on effective teaching.

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of the teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than

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that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects.

Liang (2007) investigated the relationship between personality type and emotional intelligence in a sample of college and university faculties in Taiwan at the Texas A & M University – Kingsville, USA and found that higher education institutions have been searching for ways to enhance the effectiveness of students and faculties to address the problems and challenges of recruitment, retention, and quality issues for faculties and students for which emotional intelligence skills played a major role.

3. Statement of the Problem

This study on personality type and emotional intelligence among teacher educators in different colleges of education has its primary objective to assess the personality type and its relationship to emotional intelligence. Specifically, the study was organized around the following questions:

(i) Are the variables, personality type and emotional intelligence significantly correlated between them?

(ii) Do the teacher educators in different systems of education, namely, government, government-aided and self-financing colleges of education differ in their personality type and emotional intelligence?

Based on the review of related literature and the research questions, the study is undertaken keeping the following objectives in mind:

(i) To investigate the possible relationship between personality type and emotional intelligence among teacher educators in the different colleges of education;

(ii) To investigate the possible differences between personality type and emotional intelligence among teacher educators in different colleges of education and

(iii) To investigate the possible differences between personality type and emotional intelligence among male and female teacher educators in government, government-aided and self-financing colleges of education.

4. Hypothesis Formulated

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Based on the objectives and review of literature, the following hypotheses have been formulated:

(I) There is a significant relationship between personality type and emotional intelligence among teacher educators in the different colleges of education;

(II) There is no significant difference between personality type and emotional intelligence among teacher educators in different colleges of education and

(III) There is no significant difference between personality type and emotional intelligence among male and female teacher educators in government, government-aided and self-financing colleges of education.

5. Method of Investigation

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

5.1 Research Design

The present study deals with the analyses of the personality type and emotional intelligence among teacher educators in different colleges of education. Therefore a factorial design was chosen to be most appropriate to verify hypotheses. A factorial design is one in which more than two independent variables are juxtaposed in order to study the effect on the independent variable (Kerlinger, 1983).

5.2 Sample selected

The target population for the present study will be the teacher educators in different categories of Colleges of Education. From the target population a sample of 434 teacher educators was chosen. The chosen sample comprised of 143 teacher educators from the government, 148 teacher educators from the government-aided and 143 teacher educators from the self-financing Colleges of Education.

5.3 Tools used for the study

The research tools used for the present study to analyze the personality type and emotional intelligence are:

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(i) Eysenck Personality Inventory (Eysenck and Eysenck, 1970)

(ii) Emotional Intelligence Scale (Hydes and others, 2002)

6. Analyses of Data

Results of the analysis of data pertaining to correlation between the select variables and comparison of male and female teacher educators in different categories of colleges of education are presented in the tables below:

6.1 Analysis of Relationship between the Select Variables among Teacher Educators in Different Colleges of Education

The table below (Table-1) presents the analysis of relationship between the select variables, personality type and emotional intelligence among the teacher educators in different colleges of education, namely, the government, government-aided and self-financing colleges of education.

Table-1: Analysis of Correlation between Personality Type and Emotional Intelligence among Teacher Educators in Different Categories of Colleges of Education

	Extraversion	Neuroticism	Psychoticism	Emotional Intelligence
Extraversion	1	-0.73**	0.96**	0.97**
Neuroticism	-	1	-0.71**	-0.71**
Psychoticism	-	-	1	0.97**
Emotional Intelligence	-	-	-	1

**Significant at 0.01 level

From the above table (Table-1) it is evident that the select variables of the present study, namely, personality type and emotional intelligence are positively correlated with each other and significant at 0.01 level.

6.2 Analysis of Variance with regard to the Select Variables among Teacher Educators in Different Colleges of Education

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The analysis of variance commonly referred to by the acronym ANOVA, at its lowest level is essentially an extension of the logic of t-tests to those situations where comparison of means of three or more samples, called independent groups concurrently becomes essential.

The following set of tables (Table-2 to Table-3c) exhibits the analysis of variance among teacher educators in different colleges of education, namely, government, government-aided and self-financing colleges of education.

Table-2: Analysis of Variance of Personality Type among Teacher Educators in Different Categories of Colleges of Education

Variable	Source of Variation	*df*	Sum of Squares	Mean of Sum of Squares	*F*-ratio
Extraversion	Between groups	2	10972.68	5486.34	455.15**
	Within groups	431	5195.20	12.05	
	Total	433	16167.87	-	
Neuroticism	Between groups	2	11927.45	5963.73	770.66**
	Within groups	431	3335.29	7.74	
	Total	433	15262.74	-	
Psychoticism	Between groups	2	10253.32	5126.66	453.86**
	Within groups	431	4868.50	11.30	
	Total	433	15121.82	-	

**Significant at 0.01 level

In Table-2, for the analysis of variance, different categories of colleges of education are treated as different groups. The F-ratio for extraversion, neuroticism and psychoticism are 455.15, 770.66 and 453.86 respectively, which are significant at 0.01 level. Thus, there is a significant difference in personality type among teacher educators in different colleges of education.

In order to establish the actual degree of difference between the teacher educators belonging to different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below (Table-2a to Table-2c) thus indicate the mean difference between the teacher educators in different categories of colleges of education.

Table-2a: Statistical Analysis of Means of Personality Type among Teacher Educators in Government and Government-aided Colleges of Education

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Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government	143	18.38	2.40	0.20	0.47	17.06**
	Government-aided	148	10.29	5.16	0.42		
Neuroticism	Government	143	5.79	0.88	0.07	0.38	27.76**
	Government-aided	148	16.25	4.42	0.36		
Psychoticism	Government	143	16.33	2.45	0.21	0.47	15.61**
	Government-aided	148	9.05	5.03	0.41		

**Significant at 0.01 level
SD-Standard Deviation
SEM-Standard Error of Mean
SED-Standard Error of Difference
CR-Critical Ratio

In Table-2a the critical ratio values for extraversion, neuroticism and psychoticism of teacher educators in government and government-aided colleges of education are 17.06, 27.76 and 15.61 respectively, which are significant at 0.01 level. Thus it is evident that teacher educators in government colleges are significantly more extraverts compared to teacher educators in government-aided colleges of education.

Table-2b: Statistical Analysis of Means of Personality Type among Teacher Educators in Government and Self-financing Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government	143	18.38	2.40	0.20	0.25	48.43**
	Self-financing	143	6.22	1.81	0.15		
Neuroticism	Government	143	5.79	0.88	0.07	0.15	78.10**

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	Self-financing	143	17.54	1.57	0.13		
Psychoticism	Government	143	16.33	2.45	0.21	0.24	49.77**
	Self-financing	143	4.46	1.46	0.12		

**Significant at 0.01 level
SD-Standard Deviation
SEM-Standard Error of Mean
SED-Standard Error of Difference
CR-Critical Ratio

In Table-2b the critical ratio values for extraversion, neuroticism and Psychoticism of teacher educators in government and self-financing colleges of education are 48.43, 78.10 and 49.77 respectively, which are significant at 0.01 level. Thus, it is evident that teacher educators in government colleges of education are more of extraverts compared to teacher educators in self-financing colleges of education.

Table-2c: Statistical Analysis of Means of Personality Type among Teacher Educators in Government-aided and Self-financing Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government-aided	148	10.29	5.16	0.42	0.46	8.91**
	Self-financing	143	6.22	1.81	0.15		
Neuroticism	Government-aided	148	16.25	4.42	0.36	0.39	3.30**
	Self-financing	143	17.54	1.57	0.13		
Psychoticism	Government-aided	148	9.05	5.03	0.41	0.44	10.52**
	Self-financing	143	4.46	1.46	0.12		

**Significant at 0.01 level
SD-Standard Deviation
SEM-Standard Error of Mean
SED-Standard Error of Difference
CR-Critical Ratio

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In Table-2c the critical ratio values for extraversion, neuroticism and psychoticism of teacher educators in government-aided and self-financing colleges of education are 8.91, 3.30 and 10.52 respectively, which are significant at 0.01 level. Thus It is evident that teacher educators belonging to the government-aided colleges of education are more of extraverts and less of neuroticism compared to teacher educators in self-financing colleges of education.

Table-3: Analysis of Variance of Emotional Intelligence among Teacher Educators in Different Types of Colleges of Education

Source of Variation	*Df*	Sum of Squares	Mean of Sum of Squares	*F*-ratio
Between groups	2	949314.97	474657.48	433.73**
Within groups	431	471671.20	1094.37	
Total	433	1420986.17	-	

**Significant at 0.01 level

In Table-3, for the analysis of variance of emotional intelligence in different colleges of education are treated as different groups. The *F*-ratio is 433.73, which is significant at 0.01 level. Thus there is a significant difference in emotional intelligence between teacher educators in different colleges of education.

In order to establish the actual degree of difference between the teacher educators belonging to different colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below thus indicate the mean difference between teacher educators in the different colleges of education.

Table-3a: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government and Government-aided Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	157.41	19.82	1.66	4.74	14.37*

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Government-aided	148	89.38	53.18	4.37		

*Significant at 0.05 level

The mean and standard deviation values of emotional intelligence of teacher educators are 157.41 and 19.82 respectively for government and 89.38 and 53.18 respectively for government-aided colleges of education. The critical value is 14.37, significant at 0.05 level. Thus teacher educators in government colleges of education are better in their emotional intelligence when compared to teacher educators in government-aided colleges of education.

Table-3b: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government and Self-financing Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	157.41	19.82	1.66	1.66	68.96**
Self-financing	143	42.87	1.25	0.10		

**Significant at 0.01 level

The mean and standard deviation values of emotional intelligence teacher educators are 157.41 and 19.82 respectively for government and 42.87 and 1.25 respectively for self-financing colleges of education. The critical ratio value in 68.96, significant at 0.01 level. Thus the teacher educators in government colleges of education are better in their emotional intelligence when compared to the teacher educators in self-financing colleges of education.

Table-3c: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government-aided and Self-financing Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government-aided	148	89.38	53.18	4.37	4.45	10.46**
Self-financing	143	42.87	1.25	0.10		

**Significant at 0.01 level

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The mean and standard deviation values of emotional intelligence of teacher educators are 89.38 and 53.18 respectively in government-aided and 42.87 and 1.25 respectively for self-financing colleges of education. The critical ratio value is 10.46, which is significant at 0.01 level. Thus the teacher educators in government-aided colleges of education are better in their emotional intelligence when compared to the teacher educators in self-financing colleges of education.

6.3 Analysis of Variance with regard to the Select Variables among Male and Female Teacher Educators in Different Colleges of Education

The personality type and emotional intelligence of male and female teacher educators in different colleges of education are analyzed and presented in tables (Table-4a to Table-5c) are presented hereunder.

Table-4a: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Government Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	71	17.65	1.51	0.18	0.38	0.38**
	Female	72	19.11	2.86	0.34		
Neuroticism	Male	71	5.84	1.18	0.14	0.15	0.72^{NS}
	Female	72	5.74	0.40	0.05		
Psychoticism	Male	71	15.54	1.62	0.19	0.39	4.03**
	Female	72	17.11	2.86	0.34		

NS – Not Significant

**Significant at 0.01 level

In Table-4a, the critical ratio values for extraversion and psychoticism of teacher educators in government colleges of education are 0.38 and 4.03 respectively, which are significant at 0.01 level, and for neuroticism it is 0.72 which is not significant. Thus it is evident that female teacher educators in government colleges of education are more extraverts compared to male teacher educators in the same colleges.

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Table-4b: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Government-aided Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	77	5.89	0.58	0.07	0.39	23.61**
	Female	71	15.06	3.35	0.40		
Neuroticism	Male	77	16.96	5.46	0.62	0.72	2.05*
	Female	71	15.48	2.74	0.33		
Psychoticism	Male	77	5.06	2.05	0.24	0.46	18.06**
	Female	71	13.39	3.44	0.41		

****Significant at 0.01 level**

***Significant at 0.05 level**

In Table-4b, the critical ratio values for extraversion, neuroticism and psychoticism of male and female teacher educators in government-aided colleges of education are 23.61, 2.05 and 18.06 respectively, which are significant. Thus it is evident that female teacher educators are better extraverts when compared to the male teacher educators in government-aided colleges of education.

Table-4c: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Self-financing Colleges of Education Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	68	6.07	1.30	0.16	0.30	0.94^{NS}

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	Female	75	6.36	2.17	0.25		
Neuroticism	Male	68	17.29	1.58	0.19	0.26	1.81^{NS}
	Female	75	17.77	1.55	0.18		
Psychoticism	Male	68	4.67	1.60	0.19	0.24	1.70^{NS}
	Female	75	4.26	1.31	0.15		

NS – Not Significant

In Table-4b, the critical ratio values for extraversion, neuroticism and psychoticism of male and female teacher educators in self-financing colleges of education are 0.94, 1.81 and 1.70 respectively, which are not significant. Thus it is evident that female and male teacher educators in self-financing colleges of education do not differ in their personality type.

Table-5a: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Government Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Male Teacher Educator	71	155.68	13.55	1.61	10.00	1.04^{NS}
Female Teacher Educator	72	159.13	24.47	2.88		

NS – Not Significant

The mean and standard deviation values of emotional intelligence are 155.68 and 13.55 respectively for male teacher educators and 159.13 and 24.47 respectively for female teacher educators in government colleges of education. The critical ratio value is 1.04 which is not significant. Thus there is no significant difference in personality type between male and female teacher educators in government colleges of education.

Table-5b: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Government-aided Colleges of Education

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Variable	Sample	Mean	SD	SEM	SED	CR
Male	77	43.82	0.82	0.09	3.91	24.29**
Female	71	138.79	34.32	4.07		

**Significant at 0.01 level

The mean and standard deviation values of emotional intelligence are 43.82 and 0.82 respectively for male teacher educators and 138.79 and 34.32 respectively for female teacher educators in government-aided colleges of education. This critical ratio value is 24.29 which is significant at 0.01 level. Thus the female teacher educators are better in their emotional intelligence when compared to the male teacher educators in government-aided colleges of education.

Table-5c: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Self-financing Colleges of Education

Variable	Sample	Mean	SD	SEM	SED	CR
Male	68	42.79	0.74	0.09	0.21	0.73^{NS}
Female	75	42.95	1.58	0.18		

NS – Not Significant

The mean and standard deviation values of emotional intelligence are 42.79 and 0.74 respectively for male and 42.95 and 1.58 respectively for female teacher educators in self-financing colleges of education. The critical ratio value is 0.73 which is not significant. Thus there is no significance between male and female teacher educators in self-financing colleges of education.

7. Discussion on the Analysis of Variance with regard to the Select Variables among Teacher Educators in different Colleges of Education

Over the past decade, emotional intelligence has been the subject of much debate regarding its conceptual definition, its empirical relationship to personality and traditional cognitive abilities, and how best to measure the construct. Salovey and Mayer (1990) initially proposed a

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definition of emotional intelligence as a set of skills and abilities contributing to the appraisal of emotions, the regulation of emotions, and the use of emotions in reasoning. Since then, other researchers have proposed alternative theories (Bar-On, 1997; Goleman, 1995, 1998; Epstein and Meier, 1989).

While some of the differences in these theories may appear due to differences in the level of focus (Epstein, 1998; Mayer, Salovey, and Caruso, 2002), many of the conceptual differences are due to differences in the scope of the definition. The literature using self-report methodology tends to indirectly support this assertion. That is, much of the research has found substantial correlations between self-report measures of emotional intelligence and several personality variables such as Neuroticism, Extraversion, and Agreeableness (Bar-On, 1997; Ciarrochi, Chan and Caputi, 2000; Dawda and Hart, 2000; Newsome, Day, Catano, 2000). In line with these researches, in the present study it is very evident that personality type is significantly correlated with the emotional intelligence of teacher educators in different colleges of education, namely, government, government-aided and self-financing colleges of education.

Further, in the present investigation it is seen that the teacher educators in government colleges of education are significantly better in their personality and emotional intelligence when compared to the teacher educators in government-aided and self-financing colleges of education. The government and government-aided colleges of education are almost controlled by the norms of the government. The facilities available, appointment of teaching faculty members, salary structure are all governed by the state government. The teacher educators appointed in these colleges are very meritorious. They occupy the teaching position merely by merit and ability. As a result the emotional intelligence and personality of these teacher educators are significantly better when compared to their counterparts in self-financing colleges of education who are appointed by the college management, which gives a very meager salary. Apart from the salary the work load is also very heavy with poor support at the work place. The teacher educators who take up jobs in such colleges are those with a low profile and emotional maturity.

It is also seen that all select variables, personality and emotional intelligence differ significantly between the male and female teacher educators in different colleges of education. In government and government-aided colleges, it is seen that the female teacher educators have better personality and emotional intelligence when compared to the male teacher educators in the same colleges of education. In general it is observed that women are more suitable to the teaching profession than men. It could be due to the reason that they are more understanding, caring and

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enduring than men. Thus, it is not a revelation that female teacher educators have significantly better personality and emotional maturity than the male teacher educators.

8. Conclusion

Teachers are the most critical group among the Indian society today. They are not only the most influential people to the knowledge of students but also the Individuals who make it possible to expand the boundary of life and how we can understand it to the fullest extent. Due to the success of teachings we have increased the knowledge to create safer and more efficient ways to operate while under pressure by exposing new strategies and equipment to better prepare them for whatever they come across. The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, for they are the real nation builders.

It needs no description that the teacher is the pivot of any educational system of the younger students. On them rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail. Hence, the teacher being the most vital component of the school it is very essential that they posses good attitude and aptitude toward teaching.

Teachers supply the feeling of trust with their students at an early point in the educational fields. Children grow to learn and become adapt to learning when young which then helps them to move on and learn things on their own to help better themselves as they grow and become more involved with society. Teachers emphasize to that not all is perfect and students must learn to help ourselves out to succeed as human beings. Certain teachers have more effect on their students than others which make the learning process easier for others therefore leading to more successful people. In a world driven by creation and intelligence of regular people this is all caused by the teachers who got them there. Thus the personality and emotional intelligence of teacher educators in colleges of education are very important.

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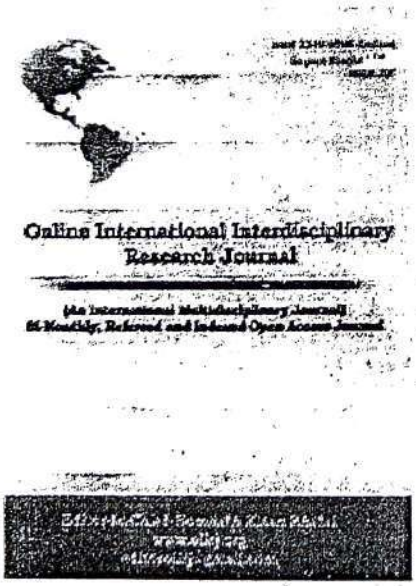

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Effect of Using Word Games in Teaching English Language Vocabulary among Upper Primary Students

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Abstract

Vocabulary learning has always been a major concern for those who want to learn a second language. The present study aimed at determination of effect of games on vocabulary gain of upper primary students. For this, two groups of students were chosen as control and experimental groups. The research design used in the present study is pre-test and post-test design. The control group was start through traditional teaching where as experimental group was exposed to teaching vocabulary using word games significant difference in the post-test scores was found between control and experimental group indicating that teaching through word games as significant effect on learning vocabulary among upper primary students.

INTRODUCTION:

Among English language teaching strategies, education games are seen as appropriate and powerful for very young children because the nature of the games fits the nature of the children. Games are fun for children and they include interaction, physical and cognitive activity, socialization, competition and co-operation. Games are child-centered and can adjust according to the educational aims and the age level of the children to improve spelling. The present study concentrates on the pronunciation and the correction of the word while speaking and writing without any mistakes. Many researchers have found that the word games are very effective in teaching vocabulary for the students. Hence the researcher had concentrated in the word game to introduce new vocabulary for the students.

STATEMENT OF THE PROBLEM:

The purpose of this study is to investigate the effect of using word games in enhancing the vocabulary of upper primary students.
The research is titled as 'The Effect of using word games in teaching English language vocabulary among upper primary students'.

OBJECTIVES OF THE STUDY:

- To find out the effectiveness of language games in learning English vocabulary among upper primary students group.
- To find out the difference between the control and the experimental group through their post test score.

Findings of the study

- There is significant difference between the pre-test and post test scores of the experimental group. The mean of the post test score of the experimental group is greater than the pretest scores of the same group. Hence, it is clear that the word games enhance the vocabulary of upper primary students.
- It was found that there is significant difference between the control and the experimental group in their post-test scores. The mean post test score of the experimental group is greater than the post test scores of the control group.

EDUCATIONAL IMPLICATION

The use of games may support the learning of English vocabulary when the same vocabulary is taught without using games. The activities for very young learners should be within the capabilities of young learners. They are taught vocabulary through play and movement; where as those for young learners involve a greater degree of participatory learning. An overwhelming majority of pupils find games relaxing and motivating. Games should be an integral part of the lesson, providing the possibility of intensive practice while at the same time immensely enjoyable for both students and teachers. Games are useful and more successful than other methods of vocabulary presentation and revision. Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. The enthusiasm and thirst for learning can be extended with active teaching methods that focus learning the language through games or play. Focus should also be learning the language for interaction and communication. With all these factors in place, introduction language learning at an early age can result in children's increased self-confidence, joy of learning and active participation in the larger society. Thus, such a teaching method will help the students actively involved in the process in an enjoyable way.

CONCLUSION

Games are proven to be useful and effective in our study that they should be used for teaching vocabulary to very young learners. Through this students can improve their language for interaction and communication. With this kind of innovative teaching technique of learning the language in earlier stage can improve the children's self-confidence; it invokes interest in learning and helps students to participate in the higher level competitions to achieve in their own way.

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Hybridization of Teacher Education: The Win - Win Path

KEYWORDS: Blended learning, ICT, Hybrid learning and Teacher Education

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ABSTRACT *Information and communication technologies (ICTs) are a major factor in shaping the new global economy and producing rapid changes in society. Within the past decade, the new ICT tools have fundamentally changed the way peopl communicate and do business. They have produced significant transformations in industry, agriculture, medicine, business, engineerin and other fields. They also have the potential to transform the nature of education in general and teacher education in particular therefor this study intends to analyse the effectiveness of blended learning. This study is a two group matched pair experimental study with blende learning as independent variable on B.Ed. student teachers. Through blended learning the achievement across all personal variables chose stands testimony to infuse modern methods of delivery in education.*

Introduction

The computers with their tremendous working capacity coupled with excellent progress in the field of electronics and communication technology have bestowed enormous power and abilities to human beings. As per S.K. Mangal (2010) teaching and learning that entirely happened to be a domain of the human factors –teachers and students is now no longer limited to its conventional boundaries or ways and means. It has gradually evolved into a subject of technological progress. Research in the field of computer operation, net working and development of various hardware and software tools have almost revolutionized the field of teaching and learning.

e learning is an abbreviation of the term electronic learning. It is a very broad term and is used to describe any type of learning environment that is computer enhanced. The term e learning in the most general sense refers to the use of computers and communication technologies in the teaching learning process, with the intention to enhance its effectiveness.

e learning may be understood as an innovative technique or a form of ICT-used in providing learning experiences to the students through on line by using internet services and web technology. However in practice the use of the term is not limited to internet and web technology alone. Therefore present day e learning can be termed as learning carried out, supported and facilitated by the advanced multimedia facilities as well as internet and web technology delivered to the end users in computers, laptops and mobile ICT applications.

Statement of the problem

Teachers are the pillars of any nation. It is imperative to make them technically sound and professionally confident to create knowledge society. This formidable task of nation building can be achieved only with the help of hybrid learning environments. It is the need of the hour to think of the various possibilities of integrating the conventional face to face class room environment with e learning environment. Hence the problem of the present study is stated thus "Effectiveness of Blended Learning in Teacher Education."

Review of Related Studies

Sorbie, Jill (2015) studied the blended learning methodology as a way to personalize and engage students, research also documents the widespread hesitation among educators when it comes to embracing technology. Findings show that these teachers believe that blended learning promotes individualization, collaboration, organization, engagement, real-world relevance, and student-centered learning.

Maas, Patricia's (2015) work was a comparative case study o the implementation of "blended learning," or the combined us of virtual and face-to-face learning, in three schools. Th findings of the study contribute to theory on the implement tion of innovative methods, such as blended learning, in schoo and raise important questions for future research.

Harig, Curt R. (2015) studied the effectiveness of implementin blended learning methodologies into conventional face to fac courses for Special Operations Forces ("SOF") students. Th study discovered that the implementation of a blended learnir environment enhanced the educational experience for studen and faculty members supported the incorporation of inform tion technology in their course.

LaVergne, Debra Kaye (2014) examined the perceived attitud of blended learning faculty and students by quantitati research. Themes that emerged from the open-ended respons included the focus on flexibility, technology, self-efficacy, ar communication.

Leake, Stephanie (2014) by a mixed-methods study invest gated professional development outcomes for teache participating in district sponsored teaching profession development. Outcomes of the professional development we measured using pre-and post- instructional belief survey participant satisfaction surveys, and interviews measurit retention of instructional beliefs and application of ne instructional strategies. Non-completers primarily cited lack time for their withdrawal, but expressed an interest in futu blended learning courses.

Poon, Joanna (2014) presented the research findings questionnaire surveys and interviews with academics teachi property courses in Australia and the UK. The questionnai aimed to gather academics' views on blended learning, th reasons for using blended learning as a teaching method, th design of blended learning courses and the support they provi to students on dealing with web technology. The conclusi drawn from this research is that "time" and the size of t country influence the use of blended learning.

Objectives of the study

The following are the objectives of the study.

1. To integrate the personal touch of conventional face to fa learning and e-learning in teacher education.
2. To develop an instructional strategy for blended learni

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6. It is found that there is significant positive correlation between achievement and objectives like knowledge; understanding and application among which understanding has got strong correlation to make an inference that blended learning fosters better understanding over conventional method of teaching.

7. The gain score analysis found that blended learning strategy is very effective in improving the achievement of learners. The effect size analysis confirms the out come of the large t value to stand testimony to the effectiveness of blended learning in teacher education.

Discussion of results with results of other studies

Findings of this study about achievement in education match with the study of Melek Yaman Dittmor Graf (2010) development, implementation and evaluation of cross national blended learning in biology. Dragana Blekic Radojka Krneta Danijela Milosevic (2010) study revealed that in service teachers performed better than pre-service teachers but the present study establishes that pre service teachers also perform well with blended learning strategy. As in the study of Rehana Masrur (2010) on web based resource materials, this study also finds integration of ICT in teaching learning increased the understanding of subject related knowledge.

Serap Samsa's (2010) study on scenario based blended learning and attitude of pre service teachers revealed pre service teachers satisfaction over blended learning environment, this study's findings are also similar to those findings. The results of this study are similar to the findings of Bridget Melton and others (2009) highlighting the preference of blended delivery over conventional lecture method by learners.

Educational implications of the study

The study reveals that blended learning strategy is effective in improving the achievement in education at B.Ed. level. The overall out come of the study underlines the effectiveness of blended learning strategy with large effect size in achievement of education of student teachers. The blended learning strategy will be helpful in augmenting the teaching learning process in the following ways,

1. Blended learning strategy is not fully technology dependent the teacher is having a major role to play with his creativity along with abundant e resources available in the web world. This will give the balance of human touch and technical advantage.

2. Cross media navigation is the integral part of blended learning. This will make the learners transform the abstract ideas in to concrete learning to enable the teacher to cover the syllabus in time.

3. With the advent of building knowledge society the increasing learner mass Can be easily accommodated through this strategy.

Scope for further study

The present study entitled "Effectiveness of Blended Learning in Teacher Education" is an investigation at B.Ed. level. It is suggested that further studies may be conducted in the following areas.

1. It is suggested that the same study can be carried out in core and elective subjects of B.Ed. curriculum.

2. It is suggested that the same study can be carried out in optional, core and elective subjects of other teacher education programmes like, D.T.Ed., M.Ed. and special education.

3. Blended learning strategy with reference to various subjects like, Agriculture, Engineering, Medicine and Law can be studied.

4. It is suggested that influence of other variables can also be investigated.

Efforts may be taken to develop and validate modules on all possible topics.

Conclusion

There is knowledge explosion and population explosion resulting in over crowded classes. The modern teacher has to teach more to more and to be a technical savvy. Individualization of instruction is a challenging task on the part of the teacher; this can be achieved only through supplementary devices based on educational technology. Unified knowledge can be achieved through various methods of instruction; in this context e- learning occupies the unique place as personal computers have become a part and parcel of family life. In the ancient Guru Kula system the student went in search of the teacher, thanks to technological revolution the teacher goes to the drawing room of the learner as e tutor. These changes are not only inevitable but essentially useful.

Based on the extensive observations and review there is a clear direction and feasibility to further empirically intensify the study of technology enabled learning based on the blended learning approach. Good teachers will remain the key to student learning, but they will routinely rely on a variety of technological tools. Technology will continue to be cheaper, more powerful, and more dispersive.

Technology can actually assist with some of our expectations and make teachers and their students more successful. However, as the world becomes more complex virtually year-to-year instead of the generation-to-generation pace of most of the last century, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teaching skills that enable students to solve complex problems across many areas. Yet a word of caution, technology alone cannot revolutionize education. Student teachers must be appropriately trained to shift, analyze and synthesize the wealth of information available if it is to make sense rather than just download pages of information, which is irrelevant. Teacher educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that influence the student teachers with appropriate technologies based on psycho-pedagogical top up such as blended learning. Blended learning method does provide a theoretical basis, if they wish to motivate their students and bring about meaningful learning. Thus blended learning strategy today is the need of the hour to solve all our learning constraints.

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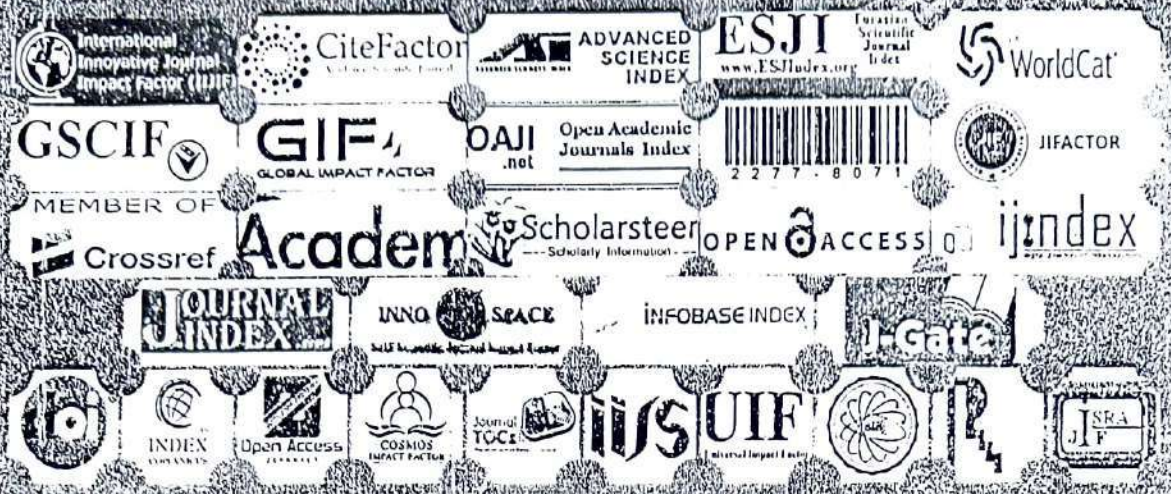

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Teacher Effectiveness of Secondary Teachers In Tiruvallur District

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RESEARCH TRACKS

ABSTRACT

Education is a nation building task and the process of education is largely lies in the hands of teacher. In the formal education system, infrastructure, finance and community support was provided by Government and stakeholders of education. But the process of molding the future citizens of India depends upon the quality of teacher. Kothari Commission report says that "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant" (Report of the Education Commission - 1964-66, 1970, p.84). According to the saying, "No system can raise above the level of its teachers", the quality of education depends totally on its teachers. The government is responsible for appointing the qualified teachers for the system. At present, in addition to their necessary qualification for teachers, the candidates have to get enough scoring in Teacher Eligibility Test conducted by either Central or State level has become mandatory by "Right of Children to Free and Compulsory Education Act 2009". As far as the classroom transactions are concerned, teacher has to follow various methodologies and techniques to make the children understand the concepts. As per National Curriculum Framework 2005, the concept learnt within the four walls of a classroom has to be linked with the life outside the classroom and vice-versa. In a country like India which is rural and backward in its nature, depends greatly on the competence and effectiveness of its teachers. A wide range of skills and competencies are necessary for a teacher, to perform his/her functions in an effective manner. The teacher is expected to be a role model, good scholar, passionate, task manager and facilitator for an effective classroom transaction. Unless the teacher is effective, all efforts put for quality education will go waste. Teachers are expected to reach students by all means for the successful transaction of subject matter. The teacher plays highly significant role in every individual's life. Only profession which is capable of producing experts in various fields like Medicine, Engineering, Scientist, Poet, Writers, Journalists, and Teachers etc. is teaching profession. Hence achievement of children in various fields demands effectiveness of teachers.

Teacher Effectiveness

In order to identify an effective teacher, the role and contribution of the teacher to the product of education needs to be examined. This enfolds that good teacher should possess the knowledge of learner characteristics, learning process, classroom management requisite skills to be able to contribute significantly to the outcome of educational process which is the growth of students in the right direction. There are many activities in this respect. The effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities among children. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of teachers becomes imperative to empower the students for facing the emerging challenges of global world.

Male	348	152.94	14.452	0.298	Not Significant
Female	452	153.66	15.096		

From the table above, the Standard deviation of teacher effectiveness of male teachers is 14.452 and that of female teachers is 15.096. The t-value is found to be 0.298 which is not significant. Hence it may be concluded that there is no significant difference in teacher effectiveness of secondary teachers with respect to gender.

Table 5: Comparison of Teacher effectiveness of Married and Unmarried Secondary Teachers

Marital Status	N	Mean	SD	t-value	Level of Significance
Married	780	153.40	15.011	0.250	Not Significant
Unmarried	20	154.25	14.327		

From Table-5, it is observed that the Standard deviation of teachers married teachers is 15.011 and that of unmarried teachers is 14.327. The t-value is found to be 0.250 which is not significant. Hence it may be concluded that there is no significant difference in teacher effectiveness of secondary teachers with respect to marital status.

Findings & Discussion

1. The effectiveness of secondary teachers in Tiruvallur district is 78.76%. This shows that teachers are highly interested and make their teaching effective in their classroom transactions.
2. There is no significant difference in the effectiveness of secondary teachers due to different types of schools namely government, government aided and self-financed schools. The teachers are performing their duties equally effective for the benefit of the students in all types of schools.
3. There is a significant difference in teacher effectiveness of secondary teachers with respect to their locality of schools. Moreover, it is inferred that teachers of rural schools are more effective than teachers of semi urban schools. This contradicts the findings of the study conducted by *Fatima Islahi and Nasreen (2013)* which reveals that locality, does not influence the effectiveness of teachers.
4. There is no significant difference in teacher effectiveness of secondary teachers due to gender difference. This contradicts the findings of *Anju Kalita (2012)*, who has conducted study on managing effectiveness of secondary school teachers in Guwahati city, India. The study tries to relate teacher effectiveness with qualification, sex, training, teaching experience, age etc. The finding of *Anju Kalita (2012)* reveals that female teachers are more effective than male teachers which resemble the finding of this study.
5. There is no significant difference in teacher effectiveness of secondary teachers with respect to their marital status. But unmarried teachers have slightly higher effectiveness in their teaching than that of married teachers. This reflects the findings of the study conducted by *Fatima Islahi and Nasreen (2013)* which reveals that marital status has negative impact on the effectiveness of teachers. This may be due to the added responsibility of family together with the professional responsibility

Conclusion

The present findings are derived from the empirical data collected for the present study. This study attempted to find out the teacher effectiveness of secondary teachers from Tiruvallur district with regard to demographic variables such as type of school, locality, gender and marital status. The study may be extended to post graduate teachers as well as primary teachers of the district. The findings may be helpful to identify the gaps and plan for remedial measures in the form of in-service trainings or other treatments to increase the effectiveness of teaching which in turn increase the quality of the education in the district.

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2 INTERNET ADDICTION AND CYBER CRIME ENGAGEMENT OF UNDERGRADUATE STUDENTS

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INTRODUCTION:

Internet revolution has ushered in an era of change in our lives especially the teenagers. Significant development, availability and affordability has made internet accessible to all. There is a significant increase in the use of internet among students. Internet access has become easier and more affordable than ever before. Internet has become so popular that students access the internet at least once a day and spend approximately 8 hours a week online.

One of the most common problems of the internet is its addiction. Some type of Internet Addiction is affecting a large number of populations. A small but growing number of internet users are starting to visit their doctors for help with unhealthy attachments to cyberspace. Such individuals have a strong drive to compulsively use the internet to check e-mail, make blog entries or visit websites or chat rooms. Internet Addiction might include an extreme fondness for pornography, online relationships, online gambling, online games and role play and some non-essential internet activities.

Teenagers might indulge in illegal activities like downloading illegal software, gain access to pirated files, hacking and cracking other internet user's computer or even company systems to spread viruses. Out of curiosity of for having fun, some skilled kids might fall in wrong company and may start doing what they think is harmless of simply mischievous, indulge in hacking or use others profile and try to do activities that might put them at risk on violating laws. Sometimes the teenagers who become the victims of such activities are not even aware that their account is being hacked or their identity is being used. Care must be taken and an adult supervision is a must when the teenagers are using internet.

Internet Addiction:

According to **Dr. Kimberly Young (1999)** "Internet Addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug and is very similar to pathological gambling". Some Internet users may develop an emotional attachment to on-line friends and activities they create on their computer screens. Internet users may enjoy aspects

and higher secondary school. Cyber Crime Engagement may be investigated with stress management, productivity, behavior, emotional intelligence, relationships and home environment and academic achievement.

CONCLUSION:

The increase in Internet Addiction and Cyber Crime Engagement will affect the performance and participation of the undergraduate students. Proper guidance should be given to the undergraduate students on the use of internet to help them control this addiction. The undergraduate students should be given proper awareness on the various cyber crime activities so that they will be alert and will not be victimized by these cyber crime activities.

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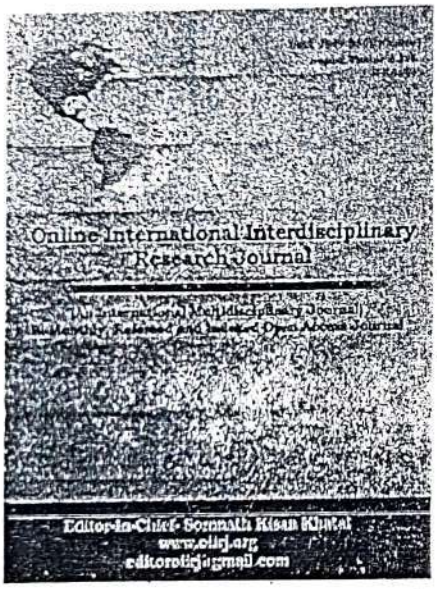

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PERCEIVED SELF – EFFICACY AND GOAL ORIENTATION AMONG UNDERGRADUATE STUDENTS

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Abstract

A goal is an out come or attainment of an individual is striving to accomplish. Goals motivate people to act in order to reduce the discrepancy between "where they are" and "what they want to be". Students with learning goals have motivational, affective and learning strategies over time: When these have resulted in good attainment , it leads them to adopt achievement goals in the end. The objective of the paper is to investigate the relationship between the goal orientation and self efficacy. It was hypothesized that there will be no significant relationship between goal orientation and self-efficacy among undergraduates. A sample of 200 undergraduates were selected from the colleges of Chennai for this study. Researchers have found that self-efficacy and achievement improve when students set goals that are specific proximal and challenging. So it is the responsibility of the teachers to encourage students to set challenging goals.

KEYWORDS: Perceived Self-Efficacy, Goal Orientation, Goal.

INTRODUCTION:

Swami Vivekananda defines education, as the manifestation of perfection already is man. Life in modern times is complex and complicated. Man cannot adjust to it by himself automatically as was done in the past when the life was simple and easy. Now-a-days education is viewed as the human resource development and its investment on man-power.

"I think I can. I think I can. I think I can."

We all want our children to be able to cope with adversity, learn from failure, and work through difficult challenges. This requires self-efficacy—the ability to define a goal, persevere, and see oneself as capable. Parents and other adults can help children to develop self-efficacy by reinforcing their strengths and helping them identify steps or paths to achieve their goals.

Students enter learning activities with goals and self-efficacy for goal attainment. As learners work on tasks, they observe their own performances and evaluate their own goal progress. When students perceive satisfactory goal progress, they feel capable of improving their skills; goal attainment, coupled with high self-efficacy, leads students to set new challenging goals. As used in this article, a goal is what an individual is consciously trying to accomplish, goal orientation involves establishing a goal and modifying it as necessary, and perceived self-efficacy refers to beliefs concerning one's capabilities to attain designated levels of performance (Bandura, 1986, 1988). Specific goals boost performance by greater specification of the amount of effort required for success. Specific goals promote self-efficacy because progress is easy to gauge. Goal

(4) The arts group students possess more self efficacy than the science group students.

(5) There is no significant difference between the first and final year undergraduates in their goal orientation .

(6) The final year students perceived more self efficacy than the first year students.

(7) There is no significant difference in goal orientation and perceived self-efficacy among the undergraduates studying in different types of college.

5.4 EDUCATIONAL IMPLICATION:

Researchers have found that self-efficacy and achievement improve when students set goals that are specific proximal and challenging. So it is the responsibility of the teachers to encourage students to set challenging goals. A challenging goal is a commitment to self – improvement. Strong interest and involvement in activities is sparked by challenges. Goals that are easy to reach generate little interest or effort. However, goals should be optimally matched to the student's skill level. If goals are unrealistically high, the result will be repeated failures that lower the student's self – efficacy. Teachers should encourage students to develop task involved mastery goals rather than ego involved to work – avoidant goals. Many of the changes involved in the transition to middle schools are likely to increase students' motivation to achieve performance goals.

Most successful adults are good time managers, yet schools are helping the students to improve of practice time management skills. They not only helps to improve their achievement in class but also should help them develop critical skills for success in work and life beyond school. The teachers should give the assignments that are inherently interesting, challenging but not over whelm their skills. Establish a reward system so that all students make effort to achieve the rewards. Make sure that rewards reinforce students for setting meaningful beliefs about their abilities.

Conclusion:

It can be concluded that a self-efficacy helps the student to achieve the task likewise the ego oriented students are mainly concerned with making a good impression, beating others and showing their superiority.. They will also have received much feed back on their knowledge and capabilities, through course marks and judgments. Their view of their own possibilities as well as the personal goals which are pursued can be adjusted to the task requirement. In accordance with this, the student's self-efficacy beliefs and personal goals in the field of scientific research were found to be strong predictors of future achievements.

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	Author's	***E. Malini*** *Ph.D. Research Scholar ,* *Department of Education,* *Bharathiar University, Coimbatore.* ***Dr.N. Kalai Arasi*** *Associate Professor,* *Department of Education,* *N.K.T. National College of Education for Women,* *Triplicane, Chennai*			

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AN ANALYSIS OF ACHIEVEMENT MOTIVATION WITH ACADEMIC ACHIEVEMENT OF STANDARD XI STUDENTS

Paper ID	IJIFR/V4/ E3/ 025	Page No.	5715-5721	Subject Area	Education
Keywords	Academic Achievement, Achievement Motivation, Government, Standard XI Students, Government Aided, Corporation				

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Abstract

The main objective of this research paper was to analyze the Achievement motivation with Academic achievement of Standard XI students. The sample comprised of 180 students in which boys and girls were 90 respectively. Achievement motivation scale developed by Dr.Beena Shah is used to measure the Achievement motivation of the students. The findings revealed that there was a significant and positive relationship between Academic Achievement and Achievement Motivation. Also, there was no significant difference found between boys and girls studying in different types of school in their achievement motivation. It was found that there was significant difference among the students studying in Government, Government Aided and Corporation schools. It was concluded that Government Aided school students are having higher scores in Academic Achievement when compared to Government and Corporation school students.

I. INTRODUCTION

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided into stages such as preschool, primary school, secondary school and then college, university or

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Social Competition and Self Efficacy among Higher Secondary Students

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ABSTRACT

Competition is the most fundamental form of social struggle. The present study has chosen this area for research, as now a days the educational system in our country are more competitive and all the students and their parents running beyond the marks. Social and academic competitions are a great way for talented students to deepen their knowledge about their favorite subjects and challenge themselves to research and create. Social competitions bring students together who share interests and abilities, and the atmosphere buzzes with learning and friendship. When the students want to success in their life they want to develop skills and abilities. A strong sense of efficacy enhances human accomplishment and well-being in countless ways. The purpose of this paper is to found out the social competition and self-efficacy among the higher secondary students. A Sample of 400 students was selected from the higher secondary schools in Thiruvallur District. Researchers have found that the social competition and self-efficacy are highly positively and significantly related among higher secondary students. Now a days most the schools preparing their students for competition only, so they might give up extracurricular activities, sports, musical interests, drama or community events. Social competition depends on interpersonal interactive relationships such as one's association to societal principles one's co-operation with others. In the same manner, their self-efficacy helps to regulate their social competition. The findings of the study the investigation indicate that social competition helps the students to achieve their goal in healthy way.

Introduction

According to Oscar Wilde, 'Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.'

As the demands on a society change, its culture changes and consequently also its educational practices must change. Though difficult to understand in detail, this process of change appears to be a never-ending, self-propelling cycle. In order for a system with feedback to be stable, the response to change must be delayed. Education, therefore, always seems too late in its adjustment. Currently, the knowledge and skills to survive in what has become known as the information society are being incorporated with the social competition in education.

It is not surprising that education and competition are intimately related. On one hand, it is natural for children to compete and, therefore, understandable that competition is put to educational use. On the other hand, competition may be found so important in adult life, that a society especially educates their young to compete. For instance, in Sparta, the most prosperous Greek city in the 8th and 7th centuries BC, physical education was dominated by contests, in particular the Olympic Games, where Spartans often won more than half of the top honors.

Marcus Verrius Flaccus, a Roman teacher famous in the late 1st century BC, is credited to have introduced the principle of competition among his students as a pedagogical aid. He awarded attractive books as prizes. The Italian scholar Battista Guarino writes in his account of proper educational techniques, *De ordine docendi et studendi*, that teachers should refrain from physically punishing pupils, and that students are stimulated best by competition, which can be intensified by pairing them off.

Currently, competition works like a motivator in different populations worldwide and in many countries, competitivers is considered a main factor in the development of laws and politics that allow the improvement in social levels and conditions. When individuals are familiar with the demands of a task or activity, they are likely to call on the self-efficacy beliefs that have been developed as a result of previous experience with similar tasks. In these cases, confidence judgments are called *self-efficacy for performance* because the efficacy beliefs correspond directly with the performance toward which they are aimed. When people are unfamiliar with the task that confronts them, however, they are not clear on precisely which skills will be required, and so their confidence cannot be based on past experiences with similar tasks. Self-beliefs must be inferred from past attainments in situations perceived as similar to the new one. These confidence judgments are called *self-efficacy for learning* because they are; in essence, inferences made about one's capability to learn what is required to successfully accomplish the task (see Schunk, 1996b; Zimmerman, Bandura, & Martinez-Pons, 1992).

Zhi-Hong suggests that "social competition involves social comparisons, where students are exposed to conflicting sets of comparative information and competitive learning activities used in social and self competition preference factors between students in accordance with the students' abilities and skill levels. These aspects create differences in self and social competition mechanisms and are interpreted differently

confirmed by the findings of Akbar Hussain, Ashutosh Kumar and Abid Hussain (2008) studied on academic achievement and family environment of the secondary level students belong to the joint family and nuclear family. They found that the students belong to nuclear family show high academic achievement in compare of students belongs to joint family. Thus, the students belonging to nuclear family have high social competition and high self efficacy than the students from the joint family.

Major Findings of the Study

- → The social competition and self-efficacy are highly positively and significantly related among higher secondary students.
- → The girls have better social competition and self efficacy than the boys.
- → The students from the private school have better social competition and self efficacy than the students from the government school.
- → The arts group students possess better social competition and more self efficacy than the science group students.
- → The students from the nuclear family have better social competition and high self efficacy than the students from the joint family.

Educational Implications

The first and major implication that arises from research findings on the role and function of self-efficacy beliefs in academic contexts is that teachers do well to take seriously their share of responsibility in nurturing the self-efficacy beliefs of their pupils, for it is clear that these beliefs can have beneficial or destructive influences. Bandura has argued that beliefs of personal competence constitute the key factor of human agency, the ability to act intentionally and exercise a measure of control over one's environment and social structures. As children strive to exercise control over their world, their first transactions are mediated by adults who can empower them with self-assurance or diminish their fledgling self-efficacy. Because young children are not proficient at making accurate self-appraisals, they naturally rely on the judgments of others to create their own judgments of their capabilities. Teachers who provide children with challenging tasks and meaningful activities that can be mastered, and who chaperone these efforts with support and encouragement, help ensure the development of a robust sense of efficacy. Effective teachers know their students' capabilities. They also know that trying very hard and continually failing can have a devastating effect on one's confidence. For this reason, they are careful to assign work that will indeed be challenging but that they are sure can be accomplished with proper effort.

Conclusion

From the present study, the investigator could derive the following conclusions: A thoughtful and intentional use of competition has its place in the transformative classroom. Social competition plays an important role in academic achievement because it spurs students to pursue excellence. Social competition is advantageous when it challenges students to work harder on their studies and helps them get excited about academic content. Now-a-days most the schools preparing for their competition only, so they might give up extracurricular activities, sports, musical interests, drama or community events. Social competition depends on interpersonal interactive relationships such as one's association to societal principles one's co-operation with others. In the same manner, their self efficacy helps to regulate their social competition. The findings of the study the investigation indicate that social competition helps the students to achieve their goal in healthy way.

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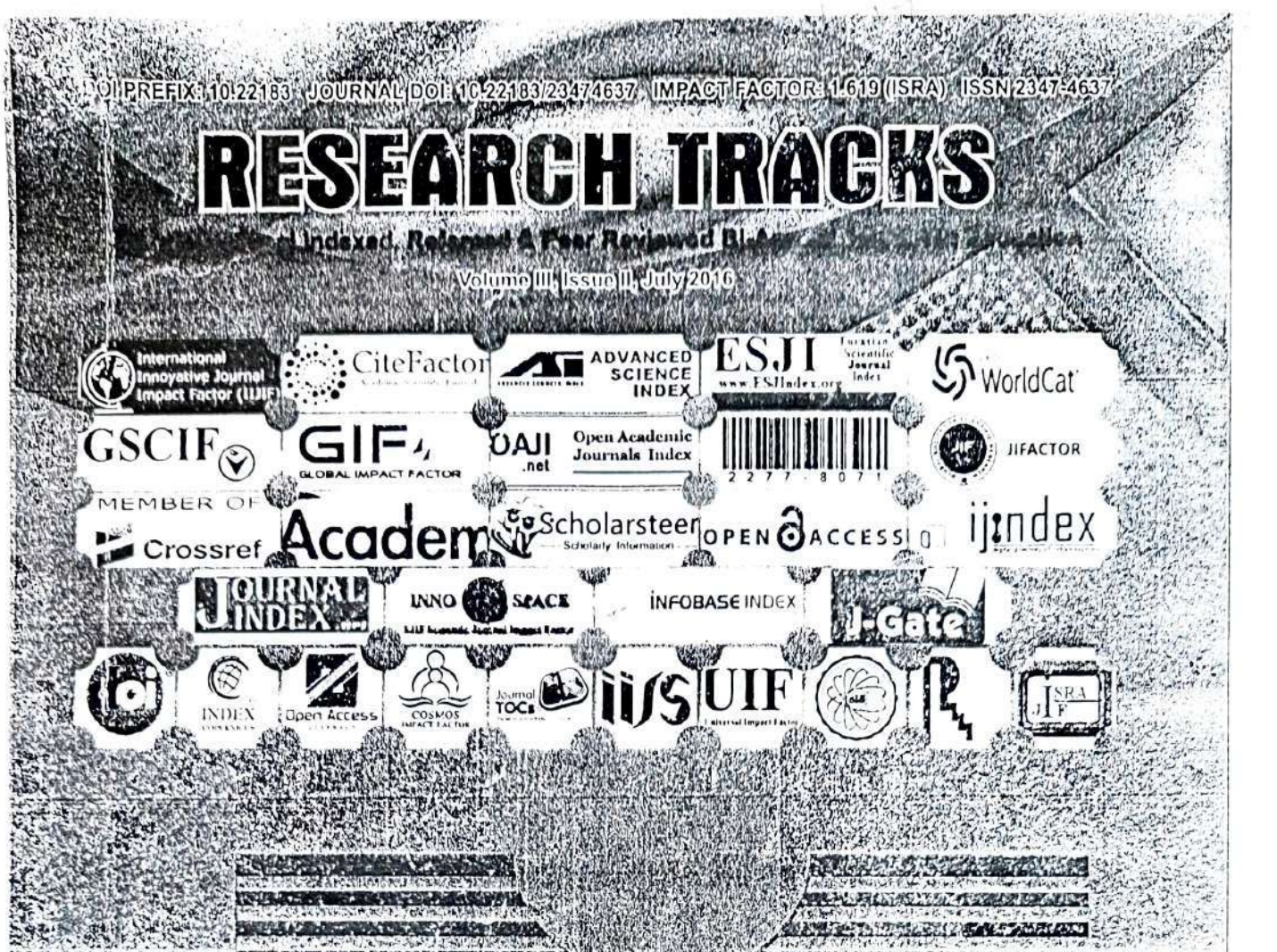

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A Study on Relationship between Study Habits and Academic Achievement

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RESEARCH TRACKS

ABSTRACT

School achievement may be affected by various factors like Emotional intelligence, study habits, school climate, home environment and self confidence of pupil, different aspects of their personality, socio economic status, etc. Normative Survey method was adopted in the present study. 200 eleventh standard students of Thiruvallur District were used as a sample for the study. Study Habit Questionnaire by H. Kanchana (1986) used to measure the study habits of the higher secondary students. The findings reveal that, boys are better than the girls, Government aided school students are better than government students, rural students are better than urban students in both study habits and academic achievement. There is positive and significant relationship between the study habits and academic achievement.

Introduction

Education is an essential human virtue. Human becomes 'human' through education. Education is bringing out the best already in human. It is a lifelong process. Education fashions and models him/her for society. Education is the key factor for the growth of the country. The development of a country relies mostly on the level of education among the people. Without education human race would have remained but as another animal race.

An achievement is all an obtaining for a exertion or an accomplishment of an effort. Achievement is thus an attainment, a proficiency gained or an ability required. In the field of education an achievement is the amount of knowledge or skills that a child has learnt in a particular field or subject which is referred as Academic achievement. It is an exposition of his present level of performance. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. In school, great emphasis is laid on achievement right from the beginning of formal education. So, lot of time and effort of the schools are used for helping students to achieve better in scholastic endeavors.

What factors promote achievement in students? How far do the different factors contribute towards academic achievement? School achievement may be affected by various factors like Emotional intelligence, study habits, school climate, home environment and self confidence of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's study habits. Hence, it is a high time and important to study on study habits enhance the academic achievement of the students.

Academic Achievement

Academic achievement is the amount of knowledge derived from learning The child gains knowledge by instructions he/she receives at school and is organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The school provides a wide variety of achievement experiences than does the family. According to Levy (1942), academic performance is based on the number of factors, such as children's attitudes, interest, personality characteristics and social class in addition to learning.

The concept of achievement has several references. It usually denotes activity and mastery, making an impact on the environment and competing against some standard of excellence. The potential of any one for full academic achievement is hardly ever realised due to many factors one of the major factor is study habits which is the important cause for educational backwardness. Attempts are made to remove obstacles to higher attainments by improving the quality of instruction, instructional materials, educational environments, and so on. Thus, high achievers will have good Study Habits and consequently good Academic Achievement.

Study Habits

According to Swami Vivekananda (1900) education is for life-building, man-making, character-building, assimilation of ideas, exposition of completed individuality and enkindling the urge of spirituality inherent in every mind. Study Habit is an individual ability. Some children like to read alone, some want to read in a group. Some children read aloud and some read silently. There is no strict yardstick to measure the type of Study Habits. It may be inherited or acquired. The child can formulate its own Study Habits by itself. Children begin life as successful learners. They are born with incredible eagerness and ability to learn. There is a Swahili proverb that says, "The greatest good we can do for others is not just to share our riches with them, but to reveal their riches to themselves" and as Dorothy Corkill

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Educational Implications

- ✓ Students should develop their own study habits irrespective of the stream of the study, type of school and region.
- ✓ Parents should interact with the school teachers often for the betterment of their wards.
- ✓ Measures should be adopted by the teachers such as special coaching classes, organizing lectures of eminent resource persons to enhance the study habits of the students. It will help the teachers to modify their teaching styles and pattern of imparting knowledge to the students.
- ✓ The students should be encouraged to use library books and magazines to develop good study habits.
- ✓ The students should be given guidance and counseling with regard to study habits so that they shall identify their strengths and weakness in the learning strategies and become more conscious about better study habits.

Conclusion

From the present study, the investigator could derive the conclusions that study habits are important factors for the achievement of the students. If there exists any planned form of study habits and if followed, it will definitely much helpful in planning and executing the plans in life. Student, teachers and parents are working hard throughout the year for the academic achievement and can also respond to this challenge by working to improve direct interventions such as teaching study skills and involving students in attaining the success in academic achievement and by increasing the involvement of parents in the educational process.

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A Study on Commitment of Secondary Teachers in Tiruvallur District,Tamil Nadu

Mrs. V. Ramaprabha* and Dr. N.Kalaiarasi**

ABSTRACT

Education may be compared with a tree named as KALPAVIRUKSHA which fulfills all desires of a person who comes near it.Teacher is the backbone of any education system. In spite of various opportunities for the teachers to update their knowledge and teaching strategies being provided, there exists a gap between the expected outcome of students and actual attainment. This paper tries to focus this gap based on the commitment of teachers. A sample of 120 secondary teachers (60 male and 60 female) from two educational districts of Tiruvallur district in Tamilnadu. The Noorjhan Teacher Commitment Inventory too was used for this study. The results were analyzed based on the educational district they work, gender and type of management of the school. The findings are (*i*) PonneriEducational district teachers are found to be highly committed than TiruvallurEducationaldistrict teachers. (*ii*) Gender has not brought out any significant difference in the commitment of secondary teachers. (*iii*) The commitment of secondary teachers with respect to type of management is not significant. Hence, with the committed teachers, the quality of education will definitely increase in future.

INTRODUCTION

Education may be compared with a tree named as KALPAVIRUKSHA which fulfills all desires of a person who comes near it.

Right from Vedic period, the importance of education has been realized by us. The ultimate aim of education is 'Realization'. Only with the blessings of Guru, Atma Realization can be attained by the disciple. India has made a remarkable improvement in providing education since Independence. Though there are various schemes implemented by the Government like Operation Black Board Scheme (OBB), Minimum Levels of Learning (MLL), SarvaShikshaAbiyian (SSA) which are aimed for quality education at primary level, RashtriyaMadhyamikShikshaAbiyan (RMSA) which stands for quality education at the secondary level and various other schemes to ensure both infra-structure facilities and the quality transaction of all basic subjects at high school level, the achievement of students is not up to the expectation.

According to Aurobindo,"Education is nothing but learning the 'treasure within". In this millennium, "To know, to do, to Beand to Live" are the four parameters of the education. Only with the help of quality education, India can reach the objective of Super Power Country. Education should help a student to be confident, competent, contented and contributing citizen of tomorrow's society.

The adolescent age is very significant stage for setting the goal of the life. Once the right target is triggered among the students and guidance given to work for achieving the goal, there is very less

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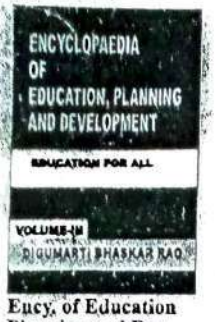

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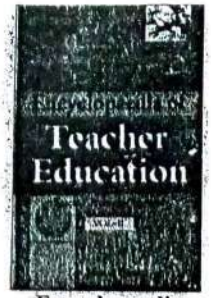

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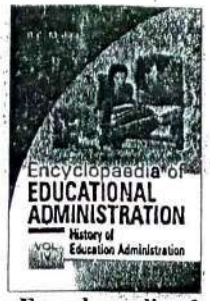

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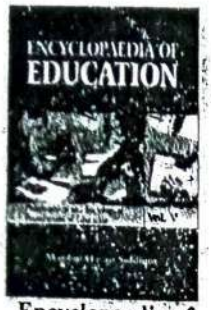

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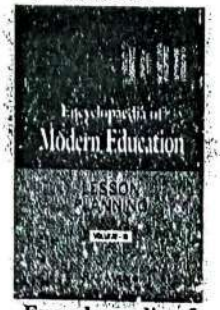

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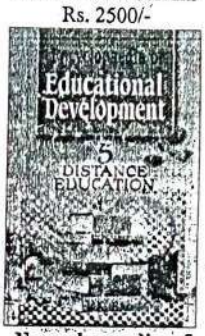

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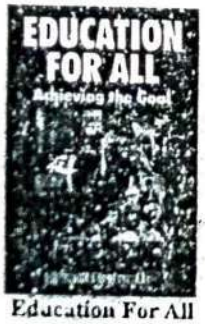

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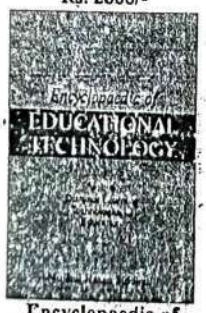

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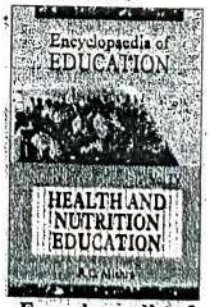

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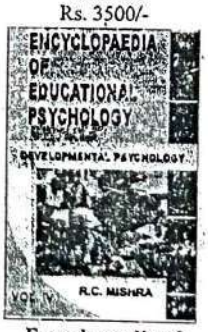

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The Correlation Among the Dimensions of Emotional Intelligence of the Higher Secondary Students

C. Poongothai* and Dr. N. Kalai Arasi**

ABSTRACT

Emotional intelligence is a scientific human endeavour to bridge between two different human conditions of one human body, originating from head and heart respectively. Such collaboration of meaningful human emotions plays a pivotal role in deciding human achievement. The concept of emotional intelligence are explained under the factors namely self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. Normative Survey method was adopted in the present study. The 200 eleventh standard students of Thiruvallur District were used as a sample for the study. Emotional Intelligence Scale by Anukkul Hyde (2002), was used to measure the Emotional Intelligence of the higher secondary students. The findings reveal that Gender had made significant difference among the dimensions such as value orientation, commitment and overall emotional intelligence. Further, father's educational qualification had made significant difference among the dimensions such as empathy, self motivation and overall emotional intelligence. Monthly income of the family had made significant difference among the dimensions such as self-development, value orientation and overall emotional intelligence. There is significant and positive relationship among all the dimensions of the emotional intelligence.

INTRODUCTION

Education is the process of instruction aimed at the all round development of the individual, facilitating realization of self-potential and latent talents of an individual. Education makes man a right thinker and a correct decision-maker. It is through education that knowledge and information is received and spread throughout the world. In other words, "without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world" (Khan, 2003). Emotional intelligence is a scientific human endeavour to bridge between two different human conditions of one human body, originating from head and heart respectively. Such collaboration of meaningful human emotions plays a pivotal role in deciding human achievement. Emotional intelligence is a phase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. These two qualities are inseparable and they exercise tremendous influence in the lives of individuals. Emotional intelligence can make a unique contribution to a better understanding of people and also use their potential to success. The intellectual behaviour of a person is meaningfully decided by the emotional state of mind. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence which describes

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emotional intelligence than the lower income families (5.67, 6.33, 107.15) in dimensions such as self-development, value orientation and overall emotional intelligence. This finding is in line with Kamalamani K. (2001), which concludes that parents educational qualification and monthly income influence the student's emotional intelligence. There is a positive and significant relationship among all the dimensions of the emotional intelligence was also observed in this study.

EDUCATIONAL IMPLICATIONS

- Teachers should acquire a skill to exploit the advantages at each dimension of students emotional intelligence.
- Students should also be taught on the strategy to handle the problem of emotion and the way to cooperate with others by their teachers. When students are able to control or balance their emotion, they shall adopt better learning stratigies.
- Parents of intermediate pupils should be informed of the significance of emotional intelligence on the academic performance of their children in order to assist them to enhance the different aspect of their emotional intelligence.
- School administrators should also be conversant to make new and concrete plans and to come up with activities which will develop the emotional functioning of the pupils which will help them get a higher achievement academically.

CONCLUSION

Students who lack emotional intelligence show some adjective challenges or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals which include high academic achievement. It is apparent that the primary focus of education is academic performance that has been measured using traditional Intelligence tests or other forms of standardized examination and schools cannot ignore or neglect the development of emotional domains and other personal factors contributing to the success of students.

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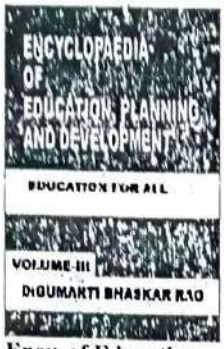

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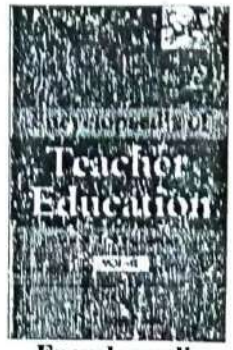

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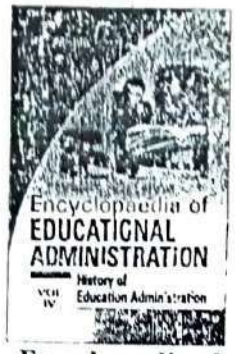

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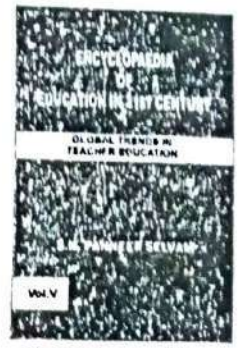

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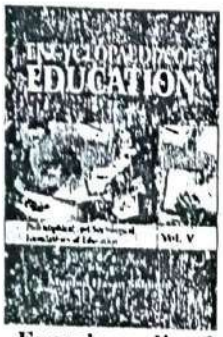

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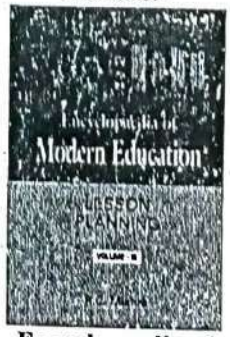

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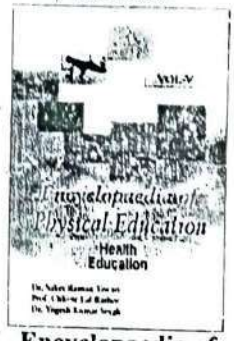

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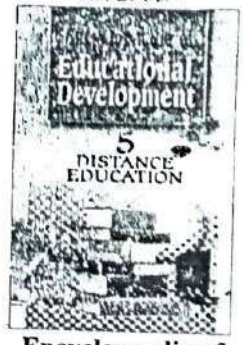

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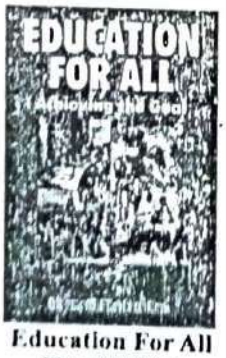

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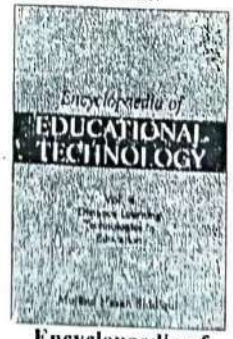

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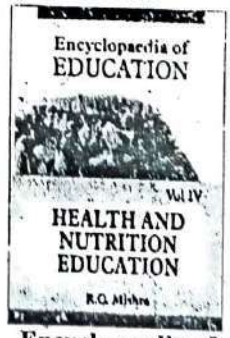

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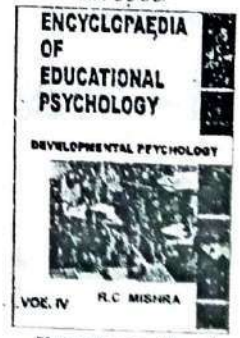

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Knowledge in Stock Market Among College Students

Kalpana. D* and Dr. S. Malathi**

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 tract 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.

A typical definition for stock is the capital raised by a corporation through the issue of shares entitling the holders to an ownership interest (equity); "he owns a controlling share of the company's stock".

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

IS SHARE MARKET SIMILAR TO STOCK MARKET?

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

A stock market is similar to a share market. The key difference is that a stock market helps you trade financial instruments like bonds, mutual funds, derivatives as well as shares of companies. A share market only allows trading of shares.

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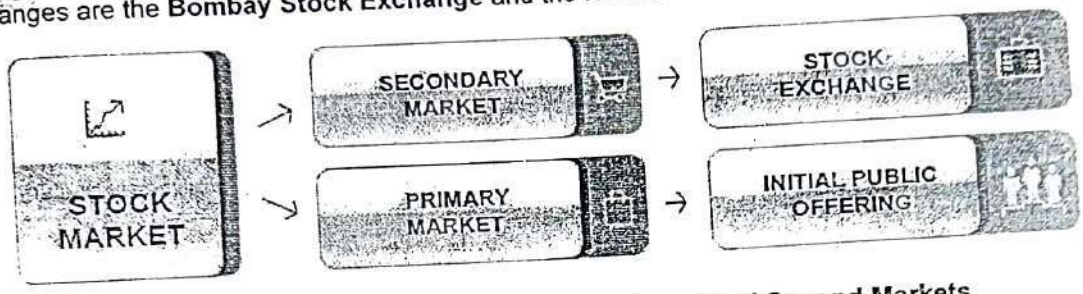
The key factor is the stock exchange – the basic platform that provides the facilities used to trade company stocks and other securities. A stock may be bought or sold only if it is listed on an exchange. Thus, it is the meeting place of the stock buyers and sellers. India's premier stock exchanges are the **Bombay Stock Exchange** and the **National Stock Exchange**.



There Are Two Kinds Of Share Markets – Primary And Second Markets

Primary Market

This is where a company gets registered to issue a certain amount of shares and raise money. This is also called getting listed in a stock exchange.

A company enters primary markets to raise capital. If the company is selling shares for the first time, it is called an Initial Public Offering (IPO). The company thus becomes public.

Secondary Market

Once new securities have been sold in the primary market, these shares are traded in the secondary market. This is to offer a chance for investors to exit an investment and sell the shares. Secondary market transactions are referred to trades where one investor buys shares from another investor at the prevailing market price or at whatever price the two parties agree upon.

Normally, investors conduct such transactions using an intermediary such as a broker, who facilitates the process.

OBJECTIVES OF THE STUDY

The investigator of the present study framed the following objectives:

1. To find out whether there is significant difference between Male and Female with respect to Knowledge in Stock Market among college students
2. To find out whether there is significant difference between UG and PG college students with respect to Knowledge in Stock Market.
3. To find out whether there is any association between gender and level of knowledge in Stock Market.
4. To find out whether there is any association between courses and level of knowledge in Stock Market.

HYPOTHESES

The investigator of the present study framed the following hypotheses based on the objectives framed earlier:

1. There is no relationship between gender and level of knowledge in Stock Market.

2. There is no relationship between courses and level of knowledge in Stock Market.
3. There is no significant difference between Male and Female with respect to Knowledge in Stock Market among the college students.
4. There is no significant difference between UG and PG college students with respect to Knowledge in Stock Market.

METHODOLOGY

The steps of procedure in research are an element, common to all methods of research while, different methods of research have different distinguishing features. In this present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

TOOLS USED

The data are necessary for carrying out research investigation. It must be collected with the help of special instruments or devices. The successful outcome of research mainly depends upon proper selection of the research tool. So the investigator used the **Knowledge in Stock Market** scale was constructed and standardized by the investigator.

RESULTS – DESCRIPTIVE ANALYSIS AND DIFFERENTIAL ANALYSIS

Hypothesis I

Null Hypothesis: There is no association between gender and level of knowledge in stock market

Table -1: Chi-square test for association between gender and level of knowledge in stock market

Gender	Level of Knowledge in Stock Market			Total	Chi-square Value	P value
	Low	Moderate	High			
Male	20 (35.7%) [66.7%]	22 (39.3%) [56.4%]	14 (25.0%) [45.2%]	56 (100.0%) [56.0%]	3.866	0.047*
Female	10 (22.7%) [33.3%]	17 (38.6%) [43.6%]	17 (38.6%) [54.8%]	44 (100.0%) [44.0%]		
Total	30 (30.0%) [100.0%]	39 (39.0%) [100.0%]	31 (31.0%) [100.0%]	100 (100.0%) [100.0%]		

Note: 1. The value within ( ) refers to Row Percentage
2. The value within [ ] refers to Column Percentage
3. * Denotes significant at 1% level,

Since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence, it concludes that there is relationship between gender and level of knowledge in stock market. Based on the row percentage, males are having less knowledge in stock market and females are having better knowledge in stock market.

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Hence, the formulated hypothesis that there is no relationship between gender and level of knowledge in Stock Market is rejected.

Hypothesis II

Null Hypothesis: There is no association Courses and level of knowledge in stock market

Table- 2: Chi-square test for association between courses and level of knowledge in stock market

Courses	Level of Knowledge in Stock Market			Total	Chi-square Value	P value
	Low	Moderate	High			
UG	22 (39.3%) [73.3%]	22 (39.3%) [56.4%]	12 (21.4%) [38.7%]	56 (100.0%) [56.0%]	7.422	0.024*
PG	8 (18.2%) [26.7%]	17 (38.6%) [43.6%]	19 (43.2%) [61.3%]	44 (100.0%) [44.0%]		
Total	30 (30.0%) [100.0%]	39 (39.0%) [100.0%]	31 (31.0%) [100.0%]	100 (100.0%) [100.0%]		

Note: 1. The value within ( ) refers to Row Percentage
2. The value within [ ] refers to Column Percentage
3. * Denotes significant at 1% level

Since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. Hence, it concludes that there is association between courses and level of knowledge in stock market. Based on the row percentage, UG students are having less knowledge in stock market and PG students are having better knowledge in stock market.

Hence, the formulated hypothesis that there is no relationship between courses and level of knowledge in Stock Market is rejected.

Hypothesis III

Null Hypothesis: There is no significant difference between male and female with respect to Knowledge in Stock Market among the college students

Table -3: t test for significant difference between male and female with respect to Knowledge in Stock Market among the college students

Sex	N	Mean	Std. Deviation	't' value	P value
Male	56	11.95	3.40	2.550	0.012*
Female	44	13.73	3.54		

Note : * denotes significant at 5% level

Since P value is less than 0.05, the null hypothesis is rejected at 5% level of significance. It is inferred that there is significant difference between male and female with regard to knowledge in stock market. Based on mean score, the female have better knowledge in stock market than male.

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Hence, the formulated hypothesis that there is no significant difference between Male and Female with respect to Knowledge in Stock Market among the college students is rejected.

Hypothesis IV

Null Hypothesis: There is no significant difference between UG and PG students with respect to Knowledge in Stock Market

Table -4: t test for significant difference between UG and PG college students with respect to Knowledge in Stock Market

Course	N	Mean	Std. Deviation	't' value	P value
Male	56	11.61	3.195	3.789	<0.001**
Female	44	14.16	3.524		

Note : ** denotes significant at 1% level

Since P value is less than 0.01, the null hypothesis is rejected at 1% level of significance. It is evident from the above table that there is significant difference between UG and PG students with regard to knowledge in stock market. Based on mean score, the PG students have better knowledge in stock market than UG students. Hence, the formulated hypothesis that there is no significant difference between UG and PG college students with respect to Knowledge in Stock Market is rejected.

DISCUSSION

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- It is inferred that males are having less knowledge in stock market and females are having better knowledge in stock market.
- UG students are having less knowledge in stock market and PG students are having better knowledge in stock market.

CONCLUSION

The knowledge in stock market among the college students is better level. So the faculties must enhance the students' knowledge to high level in stock market learning by using various instructional methods. Nowadays the interest towards web-based learning of the students is quite high and hence the web-based modules could be developed for their interest focus on stock market learning and can enhance the knowledge of stock market among the students further.

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A Study on Communicative Competence in English and Critical Thinking among Higher Secondary Students

Smt. S. Premakalyani* and Dr. (Mrs.) S. Malathi**

Abstract

Communicative Competence in English today in this competitive world is inevitable. One can be very good in academics but if he is inefficient in his communication it is not worth the education. The competency gives one all the confidence he/she requires to survive. The researcher feels that both the survival and success largely depends in one's communicative competence in English. The researcher also feels that the girls perform better than boys and the Private schools are better than the Government Schools in their communicative competence in English. Hundred students were taken as sample through convenient sampling method. The data were collected through questionnaires. Pearson's Product Moment Correlation Coefficient method was employed to find out the relationship between Communicative Competence in English and Critical Thinking. From the results obtained, it is evident that there is significant positive relationship between the variables in the study and there exists significant difference between girls and boys and the Government and Private school students.

Keywords: Communicative Competence, Critical Thinking, Higher Secondary students.

INTRODUCTION

English is the de rigueur language of communication between one another all over the globe. "Communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver" says G.G.Brown. The word 'communication' is derived from Latin term 'communicare' or 'communico' both of which mean 'to share'. Communication is a social phenomenon in which there is not merely transmission of meaning from one person to another but also it enables one to acquire, exchange, store, retrieve and process information for different contexts. Communicative competence is not only the ability to apply the grammatical rules of the language and form correct sentences but also to know how, when and where to use the sentences to achieve communicative purpose.

Kaufman, Madeline (1992) attempted 'Enhancing Reading comprehension and Critical thinking skills of First Grade English as a Second Language (ESL) students through the use of semantic webbing' subjects were eight first grade students. Pre-test was given to assess student levels of reading comprehension and critical thinking. Students then participated in semantic webbing activities where brainstorming techniques were taught and encouraged. After 12 weeks, a post test was administered. Some behavioural changes were observed, including improved skills in critical thinking, increased brainstorming for problem solving, better interpersonal communication and use of positive challenges and application of thinking skills to other subject. These indicate that the technique was effective to some extent.

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With the influence of globalization, many multinational companies are conducting recruitments in developing countries. 'Good communication skill' or 'flair command over English' is the well-known slogan in our job market. When one is competent in the usage he becomes more powerful, the competency boosts up his self-esteem and he is ready to face the challenges in life as his critical thinking gets enhanced. To survive in the cut-throat competitive world, it is a must that one should be proficient in using the language

STATEMENT OF THE PROBLEM

The present problem can be stated as "A study on Communicative Competence in English and Critical Thinking among Higher Secondary Students."

OBJECTIVES OF THE STUDY

1. To explore the relationship between communicative competence in English and critical thinking of Higher Secondary students.
2. To find out the difference between boys and girls in their Communicative Competence in English and Critical Thinking.
3. To find out the difference between the Government and Private school Higher Secondary students in their Communicative Competence in English and Critical Thinking.

Hypotheses

1. There is significant relationship between Communicative Competence in English and Critical Thinking of Higher Secondary students.
2. There is no significant difference between boys and girls in their Communicative Competence in English and Critical Thinking.
3. There is no significant difference between the Government and Private school Higher Secondary students in their Communicative English and Critical thinking.

METHODOLOGY

Sample

The present study was conducted in Chennai. The sample for the study consisted of 100 students of Higher Secondary students; 50 from government and 50 from private schools, who were selected using random sampling technique.

Tool and Method

The investigator adopted survey method for the present investigation. For this study, investigator used General Data Sheet in order to collect students' personal information. The researcher developed a questionnaire comprising 47 questions testing vocabulary, grammar, sentence fillers and comprehensions to assess the Competence in Communicative English and questionnaire to assess critical thinking. The reliability value of the tools used were 0.705 and 0.815 respectively.

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Analyses and Interpretation

Table-1: Showing the relationship between Communicative Competence in English and Critical Thinking

Variables	Communicative Competence In English	Critical Thinking
Communicative Competence in English	1	0.609**
Critical Thinking	0.609**	1

** Significant at 0.01 level

In the above table, the relationship between Communicative Competence in English and Critical thinking is assessed using the Pearson's correlation coefficient and it is inferred that the correlation value is significant at 0.01 level. Hence, the formulated hypothesis that 'There is significant relationship between communicative competence in English and critical thinking' is accepted.

Table-2: Showing the difference between the boys and girls in their Communicative Competence and Critical Thinking

Variables	Gender	N	Mean	Standard Deviation	t Value
Communicative Competence in English	Boys	50	26.02	11.138	2.458*
	Girls	50	30.92	8.642	
Critical Thinking	Boys	50	73.16	12.769	1.313NS
	Girls	50	76.22	10.420	

*Significant at 0.05 level
NS - Not Significant

From the above table, it is inferred that there is significant difference between boys and girls in their Communicative Competence in English at 0.05 level. Hence, the formulated hypothesis that there is no significant difference between boys and girls in their Communicative Competence in English is rejected. From the mean scores, it is evident that girls were more confident in their Communicative Competence in English than boys.

In Critical Thinking, there exists no significant difference between boys and girls and hence, the formulated hypothesis that there is no significant difference between boys and girls is accepted. From the mean scores, it is evident that boys and girls are almost similar in their Critical Thinking.

Table-3: Showing the difference between the students studying in Government and Private school students in their Communicative Competence in English and Critical Thinking

Variables	Group	N	Mean	Standard Deviation	T Value
Communicative Competence in English	Government	50	25.02	10.009	3.571**
	Private	50	31.92	9.302	
Critical Thinking	Government	50	74.16	10.615	0.060NS
	Private	50	74.62	12.795	

** Significant at 0.01 level
NS – Not Significant

From the above table, it is inferred that there is significant difference between the students studying in Government and Private schools in their Communicative Competence in English at 0.01 level. Hence, the formulated hypothesis that there is no significant difference between the students studying in Government and Private schools in their Communicative Competence in English is rejected. From the mean scores, it is evident that private school students were more eloquent in their Communicative Competence in English than Government school students.

In Critical Thinking, there exists no significant difference between the students studying in Government and Private schools and hence, the formulated hypothesis that there is no significant difference between the students studying in Government and Private schools is accepted. Therefore, it is inferred that both Government and Private school student are similar in their Critical Thinking.

DISCUSSION

From the obtained results, it is very explicit that the girls' communicative competence is greater than that of the boys as they show a greater interest in cultivating the language skills compared to boys. Generally boys do not show a greater interest in acquiring language skills as their focus is in their career and not in language acquirement.

Since both the Government and Private schools follow the same syllabus and the text book, the researcher was interested to find out the difference between the types of schools in their Communicative Competence and Critical Thinking. From the inferences, it is very clear that there exists significant difference between the students studying in Government and Private schools in their Communicative Competence in English. This may be due to the exposure the private school students get, compared to the Government school students. But there is no significant difference between the Government and Private school students with respect to their critical Thinking.

SUGGESTIONS

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

CONCLUSION

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

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Enhancing Attitude towards and Achievement in Biology Using Multiple Intelligence Approach

Mrs. Deepa V* and Dr. S. Malathi**

INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education generally takes place under the guidance of educators, but learners may also educate themselves.

Most schools emphasise on exam scores and grades leading to intense competition and stress in students. Students are compelled to be tied down to endless repetitive reviewing and cramming for exams.

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. One solution to help students acquire these skills is to implement differentiated instruction in theclassroom. Differentiated instruction accommodates the diverse learning needs of thestudents by varying the methods and materials used to teach each concept.Multiple Intelligences theory offers eight ways of teaching and learning styles. An important approach to motivate students and capture their interest is to focus on their study skills. Interest based learning is student centered and increases the likelihood of students being active participants in the learning process.

Biology is a unique discipline where experiments with living organisms can take place both in the laboratory and in the field.One of the key factors in learning biology is students' attitude and the development of positive attitude toward biology can motivate student interest in biology education and biology-related careers.Attitude is a concept that defines emotional trends in response to affairs, persons, locations, events or ideas.Therefore, phrases as "I like science" or "I enjoy science courses" enumerate as attitude (Simpson and Oliver, 1990).The main goals of science education are to develop understandings of biological systems, the methods of scientific inquiry, prepare students to make responsible decisions concerning science-related social issues and inform students about possible science careers (Bybee, Carlson-Powell & Trowbridge, 2007).

THEORITICAL BACKGROUND

Till today, in India there is a spiral curriculum according to which students of 9th grade are supposed to learn about the scientific method, the organization of life, the cell, food and nutrition, systems of transportation and excretion, movement, reproduction, respiration and how organisms respond to stimuli, all with an emphasis to the human systems.

Zacharia and Barton (2004) suggested that "attitudes are affected by students' interest levels in science, the curriculum and the learning climate", therefore, literature focused on factors affecting students' interest in biology (Delpech, 2002; Ebenezer & Zoller, 1993; Trumper, 2006; Baram-Tsabari&Yarden, 2007) as also on other factors that affect their views or internal constructions about biology (Spall, *et al.* 2004; Martins *et al.*, 2000) is also of great importance. Among the most important factors that shape students' views about school science and consequently about biology, are considered: (a) biology's perceived difficulty (Crawley & Black, 1992; Havard, 1996; Hendley *et*

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al., 1996; Salta &Tzougraki, 2004), which according to Lyons (2006) is mostly due to the way science is taught (transmissive pedagogy, teacher-centered) along with the overloaded science curriculum and the irrelevant and boring science content, (*b*) its relevance to everyday life (Ramsden, 1998) or as mentioned in OECD (2007) "students' intrinsic motivation" or intrinsic motivation to learn biology, (*c*) the necessity of relatively good biological knowledge background for a future career in a field such as medicine or pharmacy (Simpson & Oliver, 1990) or as mentioned in OECD (2007) "students' future oriented motivation to learn biology" and last but not least (*d*) students' interest as "personal orientation, predisposition or relatively stable tendency to engage with a particular domain, referred to as individual interest" (Ainley & Ainley, 2011, which has been proven to have a strong impact on achievement (Harackiewicz *et al.*, 2002; Randler & Bogner, 2007).

PURPOSE OF THE STUDY

The main goals of science education are to develop understandings of biological systems, the methods of scientific inquiry, prepare students to make responsible decisions concerning science-related social issues and inform students about possible science careers (Bybee, Carlson-Powell & Trowbridge, 2007). To reach these goals, different learning environments, teaching approaches and methods are important aspects to consider also in school biology education. For instance, Joyce and Weil (2011) define teaching as information processing models, personal models, social interaction models and behaviour modification models. Investigator applied multiple intelligence theory in biology teaching in order to make the students get involved in the biology class and stimulate them to be interested in learning biology. Student attitudes toward a specific discipline affect their learning (Osborne *et al.*, 2003). Pre-held attitudes such as interests, beliefs, confidence and self-efficacy, may impact how students approach learning (*e.g.*, effort, problem-solving strategies, study habits and critical thinking) within that discipline (Gal and Ginsburg, 1994; Perkins *et al.*, 2005; Partin and Haney, 2012). To facilitate learning, it is therefore important that educators familiarize themselves with student attitudes towards biology and associated behaviors (*i.e.*, approach toward learning), as well as the factors that may influence these attitudes towards biology learning.

Though many researches on attitude towards science have dealt with science in general, there are some researches that examine this concept in specific science courses as physics or chemistry. *For example*, Krogh (2005) assessed secondary students' attitude towards physics and Howe and Durr (1982) and Bennett (2001), did similar researches on chemistry. Regarding the importance of attitude towards science in adolescents, in this paper, attitudes of secondary students towards biology and its effects on student achievements in biology courses were examined.

Objectives

1. To find out the effectiveness of intervention programme in enhancing Attitude towards Biology.
2. To prepare a module (Lesson plans with Multiple intelligence approach) to enhance Attitude towards Biology leading to academic achievement in Biology.

Methodology

This study is carried out in the following steps:

1. Multiple Intelligences statement based checklistwith 80 statements covering Howard Gardner's Eight areas of intelligences is used to assess and categorize the dominant and weaker intelligences of the students.

2. Attitude towards Biology tool is used to assess the students' attitude in the following areas:
   - Interest.
   - Understanding
   - Practicals
   - Application
   - Nature
   - Conservation
3. A school is identified which was willing to introduce the Multiple Intelligence approach. Class IX. Students from The Titan School were selected for the study.
4. Students were split into 2 groups – Experimental and Control, each having 30 students. The students were split using Criterion sampling. Criteria were set and students satisfying the set criteria were selected for the study.
5. The following Pre-test data is collected from the selected students-
   - Multiple intelligence statement based checklist
   - Attitude towards Biology
   - Achievement in Biology
6. Lesson plans are designed using the Multiple intelligence approach.
7. Intervention programme is introduced to Experimental group.
8. The following Post-test data is collected from both the groups-
   - Multiple intelligence statement based checklist
   - Attitude towards Biology
   - Achievement in Biology
9. Statistical analysis is carried out in the present study.

Hypothesis

1. There will be no significant difference between control and experimental group students in attitude towards Biology.
2. There will be no significant difference between control and experimental group students in achievement in Biology.

FINDINGS AND DISCUSSION

Descriptive Table-1

Classification of eight Intelligences among Control and Experimental group

	Control Group (N=30)			
	Weak	Fairly strong	Strong	Very strong
Verbal	0 (0%)	1 (3%)	23 (77%)	6 (20%)
Math	1 (3%)	1 (3%)	20 (67%)	8 (27%)
Visual	0 (0%)	2 (7%)	19 (63%)	9 (30%)
Bodily	0 (0%)	1 (3%)	18 (60%)	11 (37%)
Musical	0 (0%)	4 (13%)	14 (47%)	12 (40%)
Intrapersonal	0 (0%)	1 (3%)	19 (63%)	10 (33%)

Interpersonal	0 (0%)	4 (13%)	20 (67%)	6 (20%)
Naturalistic	0 (0%)	1 (3%)	16 (53%)	13 (43%)
Experimental Group (N=30)				
	Weak	**Fairly strong**	**Strong**	**Very strong**
Verbal	0 (0%)	2 (7%)	23 (77%)	5 (17%)
Math	1 (3%)	2 (7%)	18 (60%)	9 (30%)
Visual	0 (0%)	3 (10%)	18 (60%)	9 (30%)
Bodily	0 (0%)	3 (10%)	19 (63%)	8 (27%)
Musical	0 (0%)	5 (17%)	14 (47%)	10 (33%)
Intrapersonal	0 (0%)	1 (3%)	16 (53%)	13 (43%)
Interpersonal	0 (0%)	2 (7%)	20 (67%)	8 (27%)
Naturalistic	0 (0%)	1 (3%)	15 (50%)	14 (47%)

Table-1 shows the Classification of eight Intelligences among Control and Experimental students. All students possess all 8 intelligences at varied levels. It suggests that lessons c viewed and presented to students in a wide variety of ways.

Table-2: Significance of Mean difference between the Control and Experimental gro students in the dimensions of Attitude towards Biology (Post Test)

Variable with its Dimensions	Group	Mean	Standard Deviation	t value	Level of Significance
Interest	Control	2.46	3.02	2.136	0.001**
	Experimental	4.8	5.16		
Understanding	Control	0.5667	3.52	4.615	0.001**
	Experimental	5.06	4.01		
Practicals	Control	0.93	2.82	4.61	0.001**
	Experimental	5.1	4.06		
Application	Control	4.26	3.36	1.858	NS
	Experimental	5.76	2.87		
Nature	Control	0.73	3.2	5.216	0.001**
	Experimental	4.7	4.7		
Conservation	Control	2.13	2.77	3.096	0.001**
	Experimental	4.7	3.59		
Total	Control	9.63	10.39	5.678	0.001**
	Experimental	30.2	16.89		

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It is observed from the above table that there is a significant difference between the control group and experimental group students in the dimensions of attitude towards biology namely interest, understanding, practicals, nature, conservation and overall attitude towards biology at 0.01 level. It is found that experimental group students have high interest, understanding, practicals, nature, conservation and overall attitude towards biology than the control group students. Therefore, it is concluded that experimental group students having better attitude towards biology than the control group students.

Further, it is also inferred that there is no significant difference between the control group and experimental group students in the dimensions of attitude towards biology namely application. Therefore, it is concluded that experimental group students and control group students are similar in application of attitude towards biology.

Hence, the formulated hypothesis that there is no significant difference between the control and experimental group students with respect to overall attitude towards biology is rejected.

Table-3: Significance of Mean difference between the Control and Experimental group students in the Achievement of Biology (Post Test)

Variable	Group	Mean	Standard Deviation	t value	Level of Significance
Achievement in Biology	Control	22.9	4.59	9.300	0.001**
	Experimental	32.1	2.83		

It is observed from the above table that there is a significant difference between the control group and experimental group students in the achievement in biology at 0.01 level. It is found that experimental group students (32.10) have high academic achievement than the control group students (22.90). Hence, it is concluded that experimental group students are having better achievement in biology than the control group students. Therefore, the formulated hypothesis that there is no significant difference between the control and experimental group students with respect to achievement in biology is rejected.

This result obtained from this test is in line with the studies of Altuntaş, 2007;Etli, 2007; Oner 2005; Ucak, 2006.In order for the multiple intelligence-based education to be more effective, education implementations basedon multiple intelligence are performed in field education courses in universities' faculties of education, andprospective teachers can implement the multiple intelligence theory more effectively if the studies on thistheory are examined.

CONCLUSION

The intervention programmehas influenced the learning process among students. Achievement in biology and attitude towards biological science educationis enhanced using multiple intelligences approach. 21st century skill classrooms revealed that many schools started to integrate the multiple intelligence teachingstrategies into their classrooms and many researchers have carriedout studies to investigate the effect of this strategy on many disciplines apart from science. Multiple intelligence approach in teaching biology highlights that there is an increase in attitude towards biology that influenced the achievement in biology.

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Interest Towards Web-based Learning Among Higher Secondary Students

Kalpana D.* and Dr. S. Malathi**

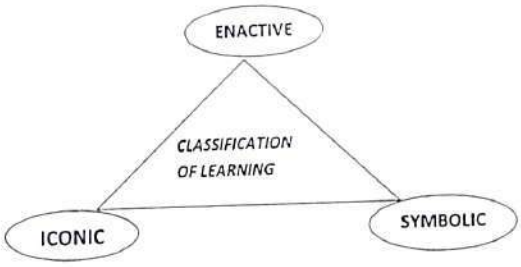
Abstract

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.

'**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 process to share ideas, involves interaction which is serves as two-way process. Through **Programmed Learning Materials (PLM)** is a technique of **self-instruction.** No teacher is required

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to teach students. There are different five kinds of PLM: (a) **Linear or extrinsic** (b) **Branching or intrinsic** (c) **Computer-Assisted Instruction (CAI)** (d) **Mathetics**(e) **Learner-controlled.** A **Module** is a unit of curricular material used in education, particularly used in Distance Education such as IGNOU, Kota and some other Open Universities.

The World Wide Web (known as "WWW", "Web" or "W3") is the universe of network-accessible information, the embodiment of human knowledge. The World Wide Web began as a networked information project at CERN, where Tim Berners-Lee, now Director of the World Wide Web Consortium [W3C], developed a vision of the project. The Web has a body of software and a set of protocols and conventions. Through the use hypertext and multimedia techniques, the web is easy for anyone to roam, browse and contribute to. An early talkabout the Web gives some more background on how the Web was originally conceived. The **World Wide Web** ("**WWW**", or simply "**Web**") is an information space in which the items of interest, referred to as resources, are identified by global identifiers called Uniform Resource Identifiers (URI).

Some Advantages of web Learning for Students

- Learn anytime and anywhere.
- Study at one's own pace
- Availability of wealth of resources via the Internet
- Opportunities to exchange and share with others.
- Availability of supplementary course material
- More choices of courses and institutions.
- Easy access to learning resources and experts

OBJECTIVES OF THE STUDY

The investigator of the present study framed the following objectives:

1. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect tostudent'sfamily members having computer literate (Yes/ No).
2. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect tostudent's having computer education as one of the subject(Yes/ No).
3. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect to student's havinginternet connection at home (Yes/ No).
4. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect tostudent's joined in any computer course (Yes/ No).
5. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect tostudent's havingaware of computer based education (Yes/ No).
6. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect toany provision in school time table for computer related activities/ learning (Yes/ No).
7. To find out whether there is significant difference exists among higher secondary students in their interest towards web-based learning with respect topurpose of using computer (Knowledge Gain / Hobby / Others).

HYPOTHESES

The investigator of the present study framed the following hypotheses based on the objectives framed earlier:

- There is no significant difference in interest towards web-based learning among higher secondary students with respect student's family members having computer literate (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to student's having computer education as one of the subject (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to student's having internet connection at home (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to student's joined in any computer course (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to student's having aware of computer based education (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to any provision in school time table for computer related activities/ learning (Yes/ No).
- There is no significant difference in interest towards web-based learning among higher secondary students with respect to purpose of using computer (Knowledge Gain / Hobby / Others).

METHODOLOGY

The steps of procedure in research are an element, common to all methods of research while, different methods of research have different distinguishing features. In this present study, the investigator applied normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

TOOLS USED

The data are necessary for carrying out research investigation. It must be collected with the help of special instruments or devices. The successful outcome of research mainly depends upon proper selection of the research tool. So the investigator used the **interest towards web-based learning** scale was constructed and standardized by the investigator.

RESULTS – Descriptive analysis and Differential analysis

Table-1: **Showing the Mean, S.d. and Critical Ratio Values of Student's Family Members Having Computer Literate in Interest Towards Web-Based Learning**

Student's family members having computer literate	N	Mean	SD	t-Value	Level of Significance
Yes	42	96.40	9.02	1.44	Not Significant
No	178	94.14	9.68		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect to student's family members having computer literate(Yes/ No) in interest towards web-based learning score, the investigator calculated 't' value. It is given in the Table 1, it is found to be 1.44, which is not significant at 0.05 level. Hence, the framed null hypothesis

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(1) is accepted. It is inferred that student's family members having computer literate (Yes/ No) o higher secondary students do not differ significantly in their interest towards web-based learning.

Table-2: Showing The Mean, S. d. and Critical Ratio Values of Student's Having Compute Education as one of the Subjects in Interest Towards Web-Based Learning

Computer education as one of the subject	N	Mean	SD	t-Value	Level of Significance
Yes	94	95.48	9.37	1.23	Not Significant
No	126	93.88	9.71		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect to student's having computer education as one of the subject (Yes/ No) in interest towards web-based learning score, the investigator calculated 't' value. It is given in the Table 2, it is found to be 1.23, which is not significant at 0.05 level. Hence, the framed null hypothesis (2) is accepted. It is inferred that student's having computer education as one of the subjects (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

Table-3: Showing the Mean, S. d. and Critical Ratio Values of Student's Having Internet Connection at Home in Interest Towards Web-Based Learning

Internet connection at home	N	Mean	S.D	t Value	LS
Yes	42	97.07	10.81	1.71	Not Significant
No	178	93.98	9.19		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect to student's having internet connection at home (Yes/ No) in interest towards web-based learning score, the investigator calculated 't' value. It is given in the Table 3, it is found to 1.71, which is not significant at 0.05 level. Hence, the framed null hypothesis (3) is accepted. It is inferred that student's having internet connection at home (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

Table-4: Critical Ratio Values of Student's Joined in any Computer Coursein Interest Towards Web-Based Learning

Joined in any computer course	N	Mean	S.D	t Value	LS
Yes	49	94.63	8.35	0.05	Not Significant
No	171	94.55	9.92		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect tostudent's joined in any computer course (Yes/ No) in interest towards web-based learning score, the investigator calculated't' value. It is given in the Table-4, it is found to 0.05, which is not significant at 0.05 level. Hence, the framed null hypothesis (4) is accepted. It is inferred that student's joined in any computer course (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

Table-5: Showing the Mean, S. d. and Critical Ratio Values of Student's Having Aware of Computer Based Education In Interest Towards Web-Based Learning

Aware of computer based education	N	Mean	S.D	t Value	LS
Yes	123	95.20	8.59	1.07	Not Significant
No	97	93.77	10.69		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect to student's having aware of computer based education (Yes/ No) in interest towards web-based learning score, the investigator calculated 't' value. It is given in the Table 5, it is found to 1.07, which is not significant at 0.05 level. Hence, the framed null hypothesis (5) is accepted. It is inferred that student's having aware of computer based education (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

Table-6: Showing the Mean, S. d. and Critical Ratio Values of any Provision in School Time Table for Computer Related Activities/ Learningin Interest Towards Web-Based Learning

Any provision in school time table for computer related activities/ learning	N	Mean	S.D	t Value	LS
Yes	108	94.56	9.30	0.01	Not Significant
No	112	94.58	9.87		

In order to find out the significant mean difference in interest towards web-based learning among higher secondary students with respect to any provision in school time table for computer related activities / learning (Yes/ No) in interest towards web-based learning score, the investigator calculated 't' value. It is given in the Table 4.7, it is found to 0.01, which is not significant at 0.05 level. Hence, the framed null hypothesis (6) is accepted. It is inferred that any provision in school time table for computer related activities / learning (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

DISCUSSION

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

1. It is inferred that student's family members having computer literate (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.
2. It is inferred that student's having computer education as one of the subject (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.
3. It is inferred that student's having internet connection at home (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.
4. It is inferred that student's joined in any computer course (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.
5. It is inferred that student's having aware of computer based education (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.

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6. It is inferred that any provision in school time table for computer related activities / learning (Yes/ No) of higher secondary students do not differ significantly in their interest towards web-based learning.
7. It is inferred that purpose of using computer (Knowledge Gain / Hobby / Others) of higher secondary students do not differ significantly in their interest towards web-based learning.

CONCLUSION

The interest towards web-based learning of the higher secondary students is high level. So the teachers working in schools should encourage them to maintain their level of interest towards web-based learning for better development of the future. All the sub samples of present study is doing not differ significantly in their interest towards web-based learning.The student's family having computer literate is better in interest towards web-based learning than their counter part. The student's having computer as one of the subject is better in interest towards web-based learning than their counter part. The student's having internet at home is better in interest towards web-based learning than their counter part. The student's using computer for the purpose of knowledge gaining is better in interest towards web-based learning than their counter part.

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Teaching Abilities of Student Teachers (B.Ed)

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Abstract

Teaching Abilities are the strategies which are used by the teachers to enable the children to learn something 'worthwhile' like facts, skills, values, concepts, how to live harmoniously. Social change and demands for qualification at the higher level has played a tremendous role on the teacher. Therefore the teacher is expected to use the skills for teaching effectively, so that the foundations laid are strong to face the technological and bureaucratic society. The demand for skillful teachers is increasing. The quality of teacher too is improving. The status of student teachers is assumed to be one of the major and sharp indicators of the future of the country. The objective of this research is to find out the level of teaching ability of student teachers. Stratified random sampling technique was adopted for the selection of sample. Research results revealed that teaching ability of student teachers are low in nature. There is significant difference in teaching ability based on gender and type of college and in other categories they do not differ significantly.

KEYWORDS: Teaching ability, Student teachers, Classroom management, Teaching skill. Teaching goal

INTRODUCTION

"Good Education requires Good Teacher"

Good teachers are keen and enthusiastic, well organized and firm, fair and stimulating, know their stuff and are interested in the welfare of the students and want to move from the traditional to progressive nature. Classroom management is largely about discipline. It is about maintaining order and control, which is based on students acting in ways that support their own learning as well as that of others. Once classroom discipline is established, the next big trick is to transfer what is in your head into theirs. Observation of class room, various research studies and different theories of learning specify a group of teaching acts or behaviors intend to facilitate pupils learning directly or indirectly which are basic to teaching skill. At the minimum teaching is of basic functional skills, showing them how to do things by rote, repeating actions and words until, given a suitable stimulus, they are able to reproduce an effective response. Subject knowledge is a basic for teaching. In this article the investigator is focusing on the needed abilities for student teachers and suggestions to enhance their abilities to bring the quality.

The teaching Abilities are defined as a group of teaching acts or behaviors intended to facilitate students learning directly or indirectly.

Bachelor of Education (B.Ed.,) is a course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching in high schools and higher

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secondary schools. B.Ed., course can be opted by an individual having under graduation or the post graduation in the field of arts or science. As a part of B.Ed., program students have to undergo training period as a part of graduation.

Professional competence would include rapid growth in the acquisition of knowledge, in fulfilling the demands of the society in terms of the types of employment, leisure, accountability, wider development in the educational field and information technology as well as broadening the role of the Teacher who has to accommodate change and not only improve but also renew the old practice. An effective teacher should possess knowledge and understanding of the content of the subjects and topics being taught, as well as the ability to manage a class, explain clearly, ask intelligent & appropriate questions, monitor and assess learning. Teaching Abilities is essential for the teachers to be effective in their profession. Effective teachers can be an inspiring teacher for the students in the learning environment. Hence the investigator aimed at finding the level of teaching abilities of student teacher in the present study.

OBJECTIVES OF THE STUDY

To find out the level of teaching abilities of student teachers.

To find out whether there is any significant difference in the teaching Abilities of student teachers with respect to their gender ,age, major subject, medium of instruction, family system, type of college, marital status.

Hypotheses of the study

The level of teaching abilities of student teachers are average in nature.

There is no significant difference in the teaching Abilities of student teachers with respect to their Gender.

There is no significant difference in the teaching Abilities of student teachers with respect to their age.

There is no significant difference in the teaching Abilities among their major subject.

There is no significant difference in the teaching Abilities of student teachers with respect to medium of instruction.

There is no significant difference in the teaching abilities of Student teachers with respect to their family system.

There is no significant difference in the teaching abilities of Student teachers with respect to their type of college.

There is no significant difference in the teaching abilities of Student teachers with respect to their marital status.

Methodology

sample

A stratified random sampling technique was adopted for the selection of sample. The Institutions selected for the study are Government and Self – financing Institutions. The sample of 300 B.Ed., Student teacher s were taken for the study.

Tool

Teaching abilities of student teachers scale (Dr.S.MALATHI 2015)

The Teaching Abilities questionnaire used was constructed with three dimensions related to class room management, teaching skill, teaching goal. Teaching Abilities scale is a five point scale of 63 questions. Each statement has five options **ALWAYS(A), VERY OFTEN(VO),SOMETIMES(ST),RARELY(R),NEVER(N)** out of which one has to be selected. The weightage is given as 5, 4, 3, 2, 1 for alternatives Always, Very Often, Sometimes, Rarely, Never respectively for a positive statement.

Administration

The investigators approached the Head of Institutions and obtained permission to collect the data. The investigator instructed the B.Ed., Student teachers to fill the scale without omitting any of the items.

Pilot Study

Pilot study was conducted to determine the suitability of the tools used in the present investigation. 50 B.Ed., student teachers were selected for the pilot study for establishing the Reliability and the Validity. Cronbach's alpha reliability method was used and the reliability was found out to be .67 the validity was found out by computing the square root of the reliability co-efficient which worked out to be.81

Analysis of Data

Table 1: Table showing the difference among the student teachers based on gender in their teaching ability.

Dimension	Gender	N	Mean	S.D	St.Error	t value	L.S
Classroom management	Male	150	69.1267	10.80163	.88195	2.026	.05
	Female	150	72.0533	14.01379	1.14422		
Teaching skill	Male	150	68.8933	9.88603	.80719	.423	N.S
	Female	150	69.4800	13.83397	1.12954		

Teaching goal	Male	150	73.6400	12.62217	1.03060	3.204	.01
	Female	150	79.0133	16.20506	1.32314		
Over all Teaching ability total	Male	150	211.6600	21.90977	1.78893	2.617	.05
	Female	150	220.5467	35.34976	2.88630		

From the above table, it is inferred that there is significant difference in the Classroom management, Teaching goal & ability total among the student teachers based on their gender in their teaching ability. It is further inferred that, there is no significant difference in teaching skill among the student teachers based on their gender in their teaching ability.

Table 2: Table showing the difference among the student teachers based on age in their teaching ability.

Dimension	Age	N	Mean	S.D	St.Error	t value	L.S
Classroom management	20 to 30	154	69.9286	11.47666	.92482	.935	N.S
	31and above	146	71.2877	13.64524	1.12929		
Teaching skill	20 to 30	154	68.7662	10.74286	.86568	.622	N.S
	31and above	146	69.6301	13.23267	1.09514		
Teaching goal	20 to 30	154	77.3052	13.98380	1.12685	1.181	N.S
	31and above	146	75.2945	15.49423	1.28231		
Over all Teaching ability total	20 to 30	154	216.0000	27.95234	2.25246	.062	N.S
	31and above	146	216.2123	31.52365	2.60892		

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From the above table, it is inferred that there is no significant difference in the Classroom management, Teaching skill, Teaching goal& **ability total** among the student teachers based on their age in their teaching ability.

Table-3 ANOVA table showing difference among the student teachers based on major subject in their teaching ability.

Variable	Source of variance	Sum of squares	df	Mean square	F	Level of significance
Major subject	Between groups	500.513	3	166.838	1.055	N.S
	Within groups	46788.057	296	158.068		
	Total	47288.570	299			
	Between groups	242.203	3	80.734	.558	N.S
	Within groups	42861.344	296	144.802		
	Total	43103.547	299			
	Between groups	469.855	3	156.618	.718	N.S
	Within groups	64562.132	296	218.115		
	Total	65031.987	299			
	Between groups	2963.700	3	987.900	1.122	N.S
	Within groups	260676.096	296	880.662		
	Total	263639.797	299			

From the above table, it is inferred that there is no significant difference in the Teaching ability among the student teachers based on their major subject.

Table 4: Table showing the difference among the student teachers based on medium of instruction in their teaching ability.

Dimension	Medium of instruction	N	Mean	S.D	St.Error	t value	L.S
Classroom management	Tamil	149	70.7651	13.26109	1.08639	.239	N.S
	English	151	70.4172	11.90314	.96866		
Teaching skill	Tamil	149	69.2617	12.74299	1.04395	.107	N.S
	English	151	69.1126	11.27507	.91755		
Teaching goal	Tamil	149	75.2282	13.78362	1.12920	1.283	N.S
	English	151	77.4106	15.61122	1.27042		
Over all Teaching ability total	Tamil	149	215.2550	30.23202	2.47670	.491	N.S
	English	151	216.9404	29.22995	2.37870		

From the above table, it is inferred that there is no significant difference in Classroom management, Teaching skill, Teaching goal & Ability total among the student teachers based on their medium of instruction.

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Table 5: Table showing the difference among the student teachers based on family system in their teaching ability.

Dimension	Family system	N	Mean	S.D	St.Error	t value	L.S
Classroom management	Joint	150	71.4867	14.18560	1.15825	1.236	N.S
	Nuclear	150	69.6933	10.70153	.87378		
Teaching skill	Joint	150	69.4867	12.55631	1.02522	.432	N.S
	Nuclear	150	68.8867	11.46488	.93610		
Teaching goal	Joint	150	75.8333	14.82534	1.21048	.579	N.S
	Nuclear	150	76.8200	14.70291	1.20049		
Over all Teaching ability total	Joint	150	216.8067	31.75593	2.59286	.410	N.S
	Nuclear	150	215.4000	27.56737	2.25087		

From the above table, it is inferred that there is no significant difference in Classroom management, Teaching skill, Teaching goal & Ability total among the student teachers based on their family system in their teaching ability.

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Table 6: Table showing the difference among the student teachers based on type of college in their teaching ability.

Dimension	Type of college	N	Mean	S.D	St.Error	t value	L.S
Classroom management	government	150	69.1267	10.80163	.88195	2.026	.05
	Self finance	150	72.0533	14.01379	1.14422		
Teaching skill	government	150	68.8933	9.88603	.80719	.423	N.S
	Self finance	150	69.4800	13.83397	1.12954		
Teaching goal	government	150	73.6400	12.62217	1.03060	3.204	.01
	Self finance	150	79.0133	16.20506	1.32314		
Over all Teaching ability total	government	150	211.6600	21.90977	1.78893	2.617	.05
	Self finance	150	220.5467	35.34976	2.88630		

From the above table, it is inferred that there is significant difference in the Classroom management, Teaching skill, Teaching goal & ability total among the student teachers based on their type of college they are study in their teaching ability. Hence the above hypothesis is rejected.

It is further inferred that, there is no significant difference in teaching skill among the student teachers based on their type of college in their teaching ability.

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Table 7: Table showing the difference among the student teachers based on marital status in their teaching ability.

Dimension	Marital status	N	Mean	S.D	St.Error	t value	L.S
Classroom management	Married	148	70.0743	13.04680	1.07244	.700	N.S
	Un married	152	71.0921	12.12209	.98323		
Teaching skill	Married	148	68.6284	10.58319	.86993	.794	N.S
	Un married	152	69.7303	13.25949	1.07549		
Teaching goal	Married	148	76.5811	15.14376	1.24481	.294	N.S
	Un married	152	76.0789	14.39763	1.16780		
Over all Teaching ability total	Married	148	215.2838	28.07886	2.30807	.471	N.S
	Un married	152	216.9013	31.25896	2.53544		

From the above table, it is inferred that there is no significant difference in Classroom management, Teaching skill, Teaching goal & Ability total among the student teachers based on their marital status in their teaching ability.

Major findings of the study

Research results revealed that teaching ability of student teachers are low in nature.

There is significant difference in the teaching ability based on gender and type of college.

There is no significant difference in the teaching ability of student teachers with respect to their age, major subject, medium of instruction, family system, marital status.

Educational Implication

The demand for skillful teachers is increasing. The quality of teacher too is improving. Good teachers are keen and enthusiastic, well organized and firm, fair and stimulating their ability and interested in the welfare of the students. Teaching ability is essential in order to cope up with the existing demands of the learning communities. During the course of training apart from academics various ability required for enhancing their teaching abilities should be made mandatory in the B.Ed., curriculum.

Conclusion

Teachers have to be skillful not only in terms of content but also in terms of setting the tone of the class, building interactions and interpersonal relation which will in turn help learning, thinking, understanding and lead to insight while observing, assimilating and accommodating what is being taught.

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ENHANCING ACHIEVEMENT IN BIOLOGY AND IMPROVING SELF ESTEEM USING MULTIPLE INTELLIGENCE APPROACH

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ABSTRACT

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. Implementationof differentiated instruction in the classroom helps students acquire these skills. Differentiated instruction accommodates the diverse learning needs of the students by varying the methods and materials used to teach each concept. Multiple Intelligences theory offers eight ways of teaching and learning styles. This study is undertaken to check the effect of Multiple Intelligence approach in enhancing achievement in biology which in turn improvesself-esteem. Students of class IX were selected for the study. They were split into 2 groups – Experimental and Control, each having 30 students. Experimental group was exposed to an intervention programme where the lessons in Biology were taught using Multiple Intelligence approach. The results of pre-test – post-test data analysis indicated that there is an improvement in achievement in Biology thereby developing self esteem.

INTRODUCTION

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education generally takes place under the guidance of educators, but learners may also educate themselves. The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. One solution to help students acquire these skills is to implement differentiated instruction in the classroom. Differentiated instruction accommodates the diverse learning needs of the students by varying the methods and materials used to teach each concept. Multiple Intelligences theory offers eight ways of teaching and learning styles.

In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as and emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it.

Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness and satisfaction. Appraisal of the effects of self-esteem is complicated by several factors. The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance.

THEORITICAL BACKGROUND

Drawing from various theoretical perspectives (e.g., social comparison theory, symbolic interaction theory), much research has validated the assumption that high self-esteem is associated with

educational achievement (Marsh, Byrne, and Yeung 1999), that ability levels may influence depressive symptoms and levels of self-esteem (Humphrey, Charlton, and Newton 2004), and that a positive self-concept is desirable for children's personal development (Branden 1994). Evidence for the reciprocal nature of self-esteem and adolescent academic achievement has been found by some researchers, but findings are not consistent across studies nor documented as well as the bi-directional influence between domain specific self-concept and academic achievement.

Nonetheless, a positive self-esteem has been viewed as a desirable attribute for students, and therefore studies investigating self-esteem measures often note the important influence of teacher dispositions (Helm 2007) and school climate (Scott 1999) in the development of a positive sense of self. In particular, studies in urban schools have revealed the significance of teacher support for middle school students' academic engagement and the subsequent influence this support has on academic self-concept (Garcia-Reid, Reid, and Peterson 2005).

COMPONENTS OF SELF ESTEEM

- *Competency* - Ability to evaluate and understand one's personal resources. This feeling reflects esteem based on his skills, talents and unique achievements.
- *Global Self-esteem* - The general appraisal of the self and it is based on adolescents evolution of all parts of himself a positive global self-esteem would be reflected in feelings such as, 'I am a good person' or 'I respect myself'.
- *Moral and self-esteem* - The reflection of feeling good as being honest, sincere, adhering to social values etc. adolescents who value these supposed to have the feeling of good about themselves.
- *Social esteem* - Encompasses the adolescents feeling about himself as a friend to others. Do others like him, value his ideas, and include him in their activities? Does he feel satisfied with his interactions and relationship with peers? A child whose social needs are being met, will feel comfortable with this aspect of himself.
- *Family Self-esteem* - His feeling about himself as a member of his family. A person who feels he is a valued member of his family, who makes his own unique contribution, and who is secure in the love and respect he receives from parents and siblings, will have positive self-esteem in this area.
- *Body and physical appearance* - The body image as a contribution of physical appearance and capabilities. The adolescent's self-esteem in this area is based upon his satisfaction with the way his body looks and performs.

OBJECTIVES:

- To prepare a module (Lesson plans with Multiple intelligence approach) to enhance academic achievement in Biology.
- To find out the effectiveness of intervention programme in enhancing self-esteem of the students.

METHODOLOGY

This study is carried out in the following steps:

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1. Multiple Intelligences statement based checklist with 80 statements covering Howard Gardner's Eight areas of intelligences is used to assess and categorize the dominant and weaker intelligences of the students.
2. Self-esteemtool is used to assess students in the following areas:
   - Competency
   - Global
   - Moral
   - Social
   - Family
   - Body
   - Lie
3. A school is identified which was willing to introduce the Multiple Intelligence approach. Class IX Students from The Titan School were selected for the study.
4. Students were split into 2 groups – Experimental and Control, each having 30 students. The students were split using Criterion sampling. Criteria were set and students satisfying the set criteria were selected for the study.
5. The following Pre-test data is collected from the selected students-
   - Multiple intelligence statement based checklist
   - Achievement in Biology
   - Self esteem
6. Lesson plans are designed using the Multiple intelligence approach.
7. Intervention programme is introduced to Experimental group.
8. The following Post-test data is collected from both the groups-
   - Multiple intelligence statement based checklist
   - Achievement in Biology
   - Self esteem
9. Statistical analysis is carried out in the present study.

HYPOTHESIS:

- There will be no significant difference between control and experimental group students in achievement in Biology.
- There will be no significant difference between control and experimental group students in self-esteem.

FINDINGS AND DISCUSSION

Descriptive Table 1

Classification of eight Intelligences among Control and Experimental group

Control Group (N=30)				
	Weak	Fairly strong	Strong	Very strong
Verbal	0 (0%)	1 (3%)	23 (77%)	6 (20%)
Math	1 (3%)	1 (3%)	20 (67%)	8 (27%)
Visual	0 (0%)	2 (7%)	19 (63%)	9 (30%)

Bodily	0 (0%)	1 (3%)	18 (60%)	11 (37%)
Musical	0 (0%)	4 (13%)	14 (47%)	12 (40%)
Intrapersonal	0 (0%)	1 (3%)	19 (63%)	10 (33%)
Interpersonal	0 (0%)	4 (13%)	20 (67%)	6 (20%)
Naturalistic	0 (0%)	1 (3%)	16 (53%)	13 (43%)
Experimental Group (N=30)				
	Weak	Fairly strong	Strong	Very strong
Verbal	0 (0%)	2 (7%)	23 (77%)	5 (17%)
Math	1 (3%)	2 (7%)	18 (60%)	9 (30%)
Visual	0 (0%)	3 (10%)	18 (60%)	9 (30%)
Bodily	0 (0%)	3 (10%)	19 (63%)	8 (27%)
Musical	0 (0%)	5 (17%)	14 (47%)	10 (33%)
Intrapersonal	0 (0%)	1 (3%)	16 (53%)	13 (43%)
Interpersonal	0 (0%)	2 (7%)	20 (67%)	8 (27%)
Natralistic	0 (0%)	1 (3%)	15 (50%)	14 (47%)

Table 1 shows the Classification of eight Intelligences among Control and Experimental group students. All students possess all 8 intelligences at varied levels. It suggests that lessons can be viewed and presented to students in a wide variety of ways.

Table 2: Significance of Mean difference between the Control and Experimental group students in the Achievement of Biology (Post Test)

Variable	Group	Mean	Standard Deviation	t value	Level of Significance
Achievement in Biology	Control	22.9	4.59	9.300	0.001**
	Experimental	32.1	2.83		

It is observed from the above table that there is a significant difference between the control group and experimental group students in the achievement in biology at 0.01 level. It is found that experimental group students (32.10) have high academic achievement than the control group students (22.90). Hence, it is concluded that experimental group students are having better achievement in biology than the control group students. Therefore, the formulated hypothesis that there is no significant difference between the control and experimental group students with respect to achievement in biology is rejected.

This result obtained from this test is in line with the studies of Altuntaş, 2007; Etli, 2007; Oner 2005; Ucak, 2006. In order for the multiple intelligence-based education to be more effective, education

implementations based on multiple intelligence are performed in field education courses in universities' faculties of education, and prospective teachers can implement the multiple intelligence theory more effectively if the studies on this theory are examined.

Table:3Significance of Mean difference between the Control and Experimental group students in the dimensions of Self Esteem (Post Test)

Variable with its Dimensions	Group	Mean	Standard Deviation	t value	Level of Significance
Competency	Control	3.70	7.64	4.259	0.001**
	Experimental	10.56	4.41		
Global	Control	3.03	7.9	5.18	0.001**
	Experimental	14.2	8.77		
Moral	Control	0.633	4.81	7.997	0.001**
	Experimental	8.3667	3.84		
Social	Control	2.43	5.43	3.48	0.001**
	Experimental	7.16	5.09		
Family	Control	1.30	2.92	3.396	0.001**
	Experimental	4.13	3.51		
Body	Control	3.86	3.46	3.589	0.001**
	Experimental	7.10	3.51		
Lie	Control	0.3667	2.17	3.234	0.001**
	Experimental	2.50	2.88		
Total	Control	14.06	24.19	6.782	0.001**
	Experimental	54.03	21.36		

It is observed from the above table that there is a significant difference between the control and experimental group students in the dimensions of self esteem namely competency, global, moral, social, family, body, lie and overall self esteem total at 0.01 level. It is found that experimental group students have high competency, global, moral, social, family, body, lie and overall self esteem total than the control group students. Therefore, it is concluded that experimental group students having better self esteem than the control group students. Hence, the formulated hypothesis that there is no significant difference between the control and experimental group students with respect to self esteem is rejected.

CONCLUSION

The intervention programme guided by Gardner's theory of multiple intelligences has had a positive influence on the learning experiences of students in Biology. Students were given the opportunity to identify their dominant intelligences using the multiple intelligences framework. They were given the choice to learn in various ways based on their interests and were given a chance to exhibit what they have learnt using their learning strengths in creative and meaningful ways.

Introducing the Multiple Intelligences Approach in classrooms through interactive sessions benefits students and brings about a change for the better in their skills, attitudes and interest, which helps in improving their academic achievements, thereby developing their self-esteem.

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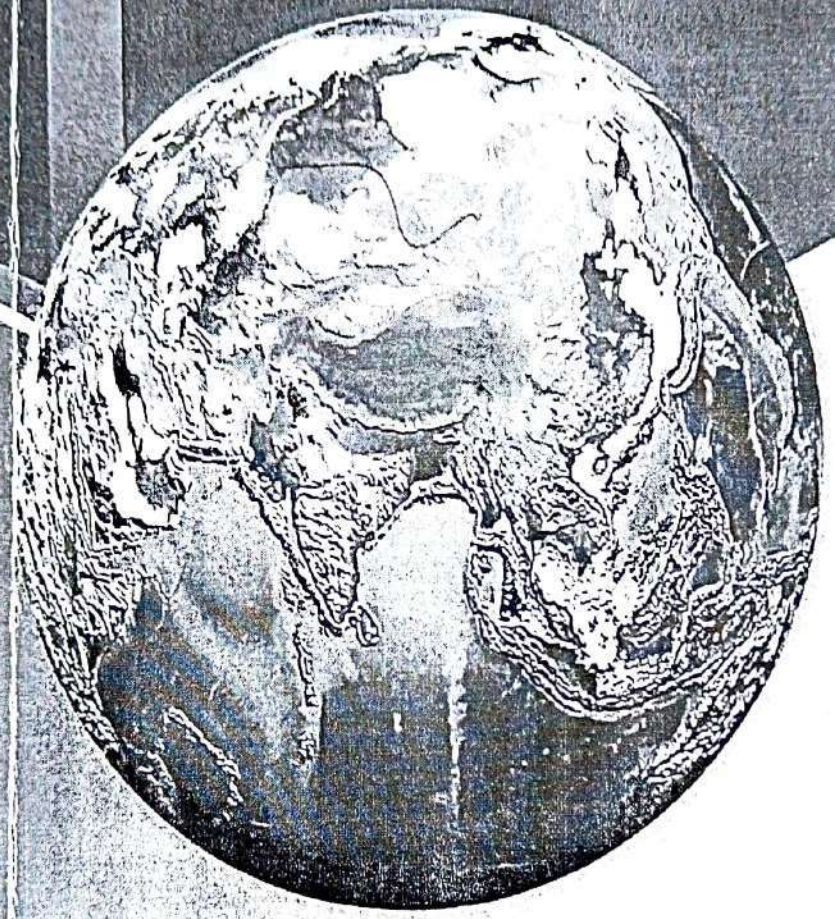

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BEHAVIORAL TRIBULATIONS OF SCHOOL ADOLESCENT STUDENTS

Ms.A.H.Komala

Abstract

Adolescents form a significant percentage of our population and the problems they face in their lives which primarily revolves around their schools and homes form a significant problem in our society. Adolescence is a crucial, delicate, sensitive and vital period in a child's development. It is the last bridge children have to cross before entering adulthood. It is wrought with dangers from within and without a child's mind. In every society adolescents – those between 13 and 19 years of age – face problems on several fronts even though there may be slight variations depending on the social norms and cultures of the society. The researcher had attempted to study the problems faced by adolescent girls and the impact of these problems. The present study aims to find the differences among the adolescent students with respect to their classes in which they study and their behavioural problems.

Introduction

Adolescence is a period of rapid physical, emotional, social and behavioural change. It is a phase in the life span, the very essence of which is characterized as "transitional owing to sudden increase in the activity of adrenal glands and hormones". It is a stage reflecting development of secondary sexual characteristics, self-identity and sex drive. It is a period of changing relationship with parents, peer group and opposite sex. In true sense it is the transition period between childhood and adulthood. It includes mental, emotional and social maturity as well as physical maturity.

Adolescence emerges from the later childhood stage and merges into adulthood during which the child develops into a man or woman. It is the most crucial and significant period of an individual's life. It is the period of rapid evolutionary changes in the individual's physical, mental, moral, spiritual, sexual and social outlook.

It is a period of transitive from an immature childhood to a more mature adulthood, but the adolescents can neither be treated as children nor counted as adults. This transitory period causes a lot of turmoil in the minds of the relatives and teachers. The stress and strain of an adolescent's life is studied on physical, emotional and psychological, social, moral and cognitive sense in this paper.

Behavioural problems

Each dispersion from the 'norm' does not constitute a part of behavioural deviance. Social situations remain tolerant to deviations up to a particular limit. Dispersions beyond the limit of tolerance are to be reckoned as elements of behavioural deviance. Behavioural deviance, as shown by the nature of its contents, is of three types.

- Withdrawing Deviance (W.D.)
- Expectation Evasion Deviance (E.E.D.)
- Rebellion Deviance (R.D.)

The withdrawing type of deviance shows retreat from the situation as result of defeat. Ego appears weak and remains effortless in attempts at making adjustments to situations. Fulfilment of demands of reality is not in sight and formerly established emotional involvement proceeds towards resignation. Role-expectations are usually avoided by the weak ego of the withdrawing deviant. The expectation-evasion deviant fails to make a clear-cut effort of deviation from the situation because of negative sanctions of guilt and shame. Indecision compels for a bilateral type of adjustment consisting of an 'overt conformity' and a 'covert deviation'. Behaviour in expectation evasion deviance follows the policy of duplicity. In rebellion deviance, no compatibility exists between ones' effective values and 'need – dispositions' and available 'role-expectations' and their patterns. The rebellion deviant sees social situations and their corresponding 'role-expectations' as absurd and odd and likes to react against them with active resistance and aggression. His reactions tend towards 'fights' in place of 'flights'.

Need and significance of the study

Adolescence is the most crucial, important and significant period of an individual's life. In recent times, newspapers report that at least 1 or 2 adolescent students commit suicide which may be mainly due to the lack of adjustment

or the inability to solve the problems they face with. At present, this is becoming a major challenge to parents, teachers, administrators, psychologists, society etc.

Statement of the problem

The problem for the present study is entitled as **"Behavioural tribulations of school adolescence students".**

Objectives

To find the differences among the adolescent students with respect to their classes in which they study in their behavioural problems

Method used

The investigator adopted normative survey method for this research work.

Tool Used

The modified version of behaviourdeviance scale constructed by N.S. Chauhan and Saroja Aurorawas used in this study. The tool includes three dimensions namely Withdrawing Deviance (W.D.), Expectation Evasion Deviance (E.E.D.) and Rebellion Deviance (R.D.)

Sample

The data for the study was collected from the representative sample of 300 students, studying in the schools. The study is limited to 3 schools of 2 areas

Hypothesis

There is no significant difference among the adolescent students studying in different classes in their behavioural problems.

From the table 1, it is seen that the calculated value of 'F' is higher than the table value for respective degrees of freedom, the null hypothesis is rejected. It is concluded that there is significant difference among the adolescent students studying in different classes in their behavioural problems. So, further analysis was done to find out the difference among adolescent students studying in different classes.

By observing the mean differences, from table 2, we infer that there is significant differences at 0.05 level between IX and X students and 0.01 level between IX and XII students, X and XII students and XI and XII students in their rebellion deviance but there is no significant differences between IX and XI students and X and XI students in their rebellion deviance.

From table 3, it is observed that there is significant difference in the mean scores in withdrawing deviance at 0.01 level between X and XII students, XI and XII students,IX and XI students, and IX and XII in their withdrawing deviance but there is no significant difference between IX and X students and X and XI students in their withdrawing deviance.

It is inferred from table 4, that there is significant difference at 0.01 level between X and XII students and XI and XII students in their expectation evasion deviance but there is no significant difference between IX and X students, IX and XI students, IX and XII students and X and XI students in their expectation evasion deviance.

Major findings of the present study

There is significant difference of the adolescent students studying in different classes (in the behavioural problems).

There is no significant difference of the adolescent students studying in class X and XI (in all the dimension of behavioural problems).

Implications of the present study

Behavioural problems faced by the adolescent students and their impact on academic achievement must be given importance by the school authorities

Importance should be given to solve the behavioural problems of adolescents.

Parents and elders monitoring with respect to behaviour deviance should be increased.

Suggestion for the further study

This study can be carried out for arts and science, engineering and medical college students.

Conclusion

The present study highlighted the behaviouralproblems of school adolescent students. It is only education that can bring about social change similarly; it is only education that can bring emotional balance and social responsibility especially during adolescence period.

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Table 1

ANOVATable showing the differences

Dimensions of variables	Source of variance	dt	Sum of squares	Mean square	'F' value	Level of significance
Rebellion Deviance (R.D.)	Between groups	3	546.547	182.182	7.740	0.01
	Within groups	296	6967.600	23.539		
	Total	299	7514.147			
Withdrawing Deviance (W.D.)	Between groups	3	156.784	52.261	3.216	0.05
	Within groups	296	4810.213	16.251		
	Total	299	4966.997			
Expectation Evasion Deviance (E.E.D.)	Between groups	3	185.811	61.937	4.823	0.01
	Within groups	296	3801.335	12.842		
	Total	299	3987.147			

Table 2

Value of different classes in their Rebellion Deviance

Dependent variable	Class (i)	Class (j)	't' value	Level of significance
Rebellion Deviance (R.D.)	IX	X	2.1689	0.05
	IX	XI	1.1374	NS
	IX	XII	7.3517	0.01
	X	XI	1.0315	NS
	X	XII	9.5206	0.01
	XI	XII	8.4891	0.01

Table 3

Table 3 showingthe't' value of different classes in their Withdrawing Deviance

Variable	Class (i)	Class (j)	't' value	Level of significance
Withdrawing Deviance (W.D.)	IX	X	1.0610	NS
	IX	XI	3.6549	0.01
	IX	XII	4.0169	0.01
	X	XI	1.1142	NS
	X	XII	5.7689	0.01
	XI	XII	6.1232	0.01

Table 4

Table 4 showingthe't' value of different classes in their expectation evasion deviance

Variable	Class (i)	Class (j)	't' value	Level of significance
Expectation Evasion Deviance (E.E.D.)	IX	X	1.1196	NS
	IX	XI	0.6581	NS
	IX	XII	4.8093	NS
	X	XI	0.4615	NS
	X	XII	5.9289	0.01
	XI	XII	5.4674	0.01

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ANALYSIS OF DEEMED UNIVERSITY WEBSITES IN INDIA: A WEBOMETRIC STUDY

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ABSTRACT

Today website becomes in dispensable resource among the academic institutions. Numerous researches on academic websites have been carried out using webometric tools. This paper presents an analysis of deemed universities websites in India. Out of 741 universities are functioning in India there exists 125 deemed universities comprises of 56 Arts and Science universities, 39 Engineering universities; 20 Medical universities and 10 Other subjects Universities. Among the 125 universities, 56 (44.80%) universities are having a domain name as.ac.in. It is followed by edu.in 19 (15.20%),.org 16 (12.80%) and.edu 12 (9.60%). The domain names. ernet.in;.gov.in; and.nic.in are preferred least by the deemed universities especially after the year 2001. The size of the websites ranges between 1 kb and 8529 kb. The Internal Link, External Link and Size of the website for these 125 deemed universities were obtained using Web Optimization tool. The deemed university websites are dynamic and quite impressive because of their minimal website limited internal and external links even though they have a number of images.

KEYWORDS: Webometrics, Deemed Universities Websites, Website Analysis, Web Impact Factor, India, Survey

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INTRODUCTION

Today website becomes in dispensable resources among the academic institutions, since it has convenience for transforming the information to the users. Web based indicators and web performance is way to measure to the academic performance of the university. Hence it is essential to measure the performances these academic websites. The metric studies paved way for measuring the websites, the emergence of webometrics enable to identify the performance of academic websites. Web sites often provide the first impression of an organization. For many organisations, web sites are crucial to ensure sales or to procure services within. Websites can among other things gain strategic advantages for organisations such as facilitating institutional change, attracting prospective applicants, building community and sharing knowledge (Lin, 2007). Designing a Website is a complex and challenging process which deals with heterogeneous interacting components. The construction of Website has evolved some discipline, there is still a lack of systematic approach, and the entire development process is still needs pruning.

The great technological revolution has brought in a vast amount of and nearly unlimited accessibility to information. The user ability to shift through the vast sea of information has become the primary research focus in the twenty-first century. Information and knowledge present powerful tools for the advancement of personal and communal life and knowledge of positive use is imperative. The websites of higher education institutions play a

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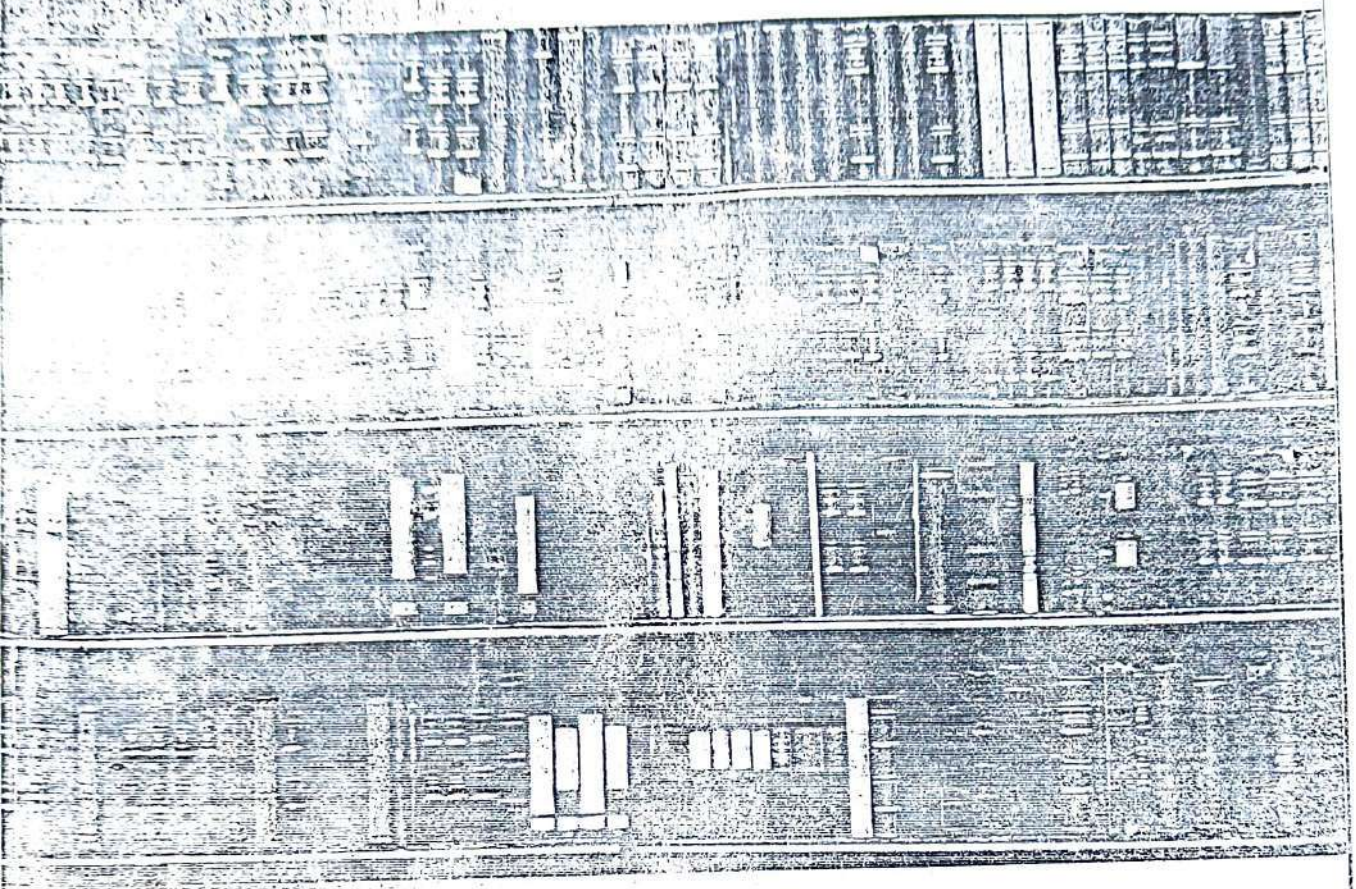

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WEB LINK STRUCTURE ANALYSIS OF PRIVATE UNIVERSITIES WEBSITES IN INDIA: A STUDY

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ABSTRACT

The Internet and web technologies created a new and unprecedented environment to governments, businesses, educational institutions and individuals enabling them to webcast any information using multimedia tools. The web can provide information about anything, anyone, and anywhere. It has also changed the concepts of "time-honored" and scholarly visits to physical libraries with desktop access to library resources and services available virtually. Out of 741 universities are functioning in India, their exists 228 private universities comprises of 192 were established in the 21st Century i.e. after the year 2001. There are 124 Arts and Science universities. It is followed by Engineering (56, 24.6%); Medicine (11, 4.8%) and others (37, 16.2%). Among the 228 universities 76 (33.30%) universities are having a domain name as .ac.in. It is followed by edu.in 65 (28.5%).in 26 (11.40%) and .org 24 (10.50%). The domain names .ernet.in;.gov.in; and .nic.in are preferred least by the private universities especially after the year 2001. The size of the websites ranges between 1 kb and 8529 kb. The Internal Link, External Link and Size of the website for these 228 private universities were obtained using Web Optimization tool. The private university websites are dynamic and quite impressive because of their minimal website limited internal and external links even though it has number of images. 228 private universities are functioning in 22 states in India. Haryana state has web impact factor of 0.12 and ranks first. It is followed by Orissa, Tripura state (0.10) and Assam (0.09) was ranked as second and third respectively. Nagaland has least WIF of 0.01.

Key words: Webometrics, Private university websites, website analysis, Internal Link; External Link and Back Link, Web Impact Factor.

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