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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale&Affiliated to
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ATTITUDE TOWARDS E-LEARNING AMONG SECONDARY SCHOOL STUDENTS

¹Dr. A.R. Anandha Krishnaveni²K. Veeralakshmi**Abstract**

The focus of present study was to ascertain the influence of attitude towards E-learning among secondary school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 secondary school students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of attitude towards E-learning among secondary school students is moderate in Virudhunagar district. The findings reveal that there is no significant difference between rural and urban high school students in their attitude towards e-E-learning

Keywords: Job Satisfaction, Organisational Health, Descriptive, Survey Method.

Introduction

Education is a human development effort, which contributes towards the cultural transformation of the citizens. It is powerful instrument of social, economic and cultural development. If education is to achieve this end it must be planned to enable every individual in a society to develop innate potentialities and aptitude to the maximum extent so that country can achieve full economic growth and healthy social order.

All the human beings possess the desire to achieve something of excellence through their inheritance. This desire refers to the ability of the individual who strives to do his best or to excel in performance. The desire to achieve something also belongs to this category. Desire to achieve is synonymous with the accomplishment or proficiency of performance in some task. The social acknowledgement of a person's skill or his/her proficiency in a desired area of E-learning or behaviour is indicative of the extent of achievement. The word achievement implies the act of attaining a desired aim. Educationally the word achievement refers to an individual performance up to desired level in a particular field.

The person must have training under the guidance of experienced person to know how to make the best possible use of his abilities. To achieve success in any activity at any age, the person must be flexible, willing to adjust to new roles and undertake new activities even if they are not necessary to his liking. The person must not only desire success, but he must be willing to sacrifice efforts, time and immediate pleasures to achieve higher goals and greater success in the future. The achievement is of many types. It may be social achievement or academic achievement. But the word academic achievement is generally applied to achievement of a child in a different subject or as a whole.

Significance of the Study

The Present social scenario, its demands and complexities has brought a remarkable change in the life of modern student. He is no more social now. The Progress in the use of computers and internet has not only modified the behavior of a man but it has also affected the study habits of the students. Science and Technology has changed the E-learning environment. The student lives in the scenario of E-learning. Students can access any information through internet. If they find any problem regarding the concepts, preparation of projects, sample of question papers, meaning of difficult terms etc., they need not to wait for contact with teacher. They can easily get it through E-learning. So E-learning can play a dominant role in students' achievements. In the complex society everybody has got so by (engaged) with his own task that he has no time for others. Though they are living under the same roof yet there is no sharing between them. They consider that they are living together and work for each other but somewhere the sense of belongingness is missing. Change in the home environment has also changed the study habits of the students.

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On the basis of these results, it is realized that some more efforts must be made in this direction. So there is a need proving in the problem. Hence the researcher manifests interest in study the area of academic achievement of adolescents in relation to attitude towards e- E-learning. Adolescents are the future citizens and the pillars of a nation. Nation's future is determined by the adolescents and the atmosphere in which they grow up. Environment plays a vital role in polishing and flourishing the personality of adolescents. So, adolescence is the most crucial period of human life and deeply influenced by all these changes. This study presents an opportunity for additional knowledge in the area of academic achievement of adolescents in relation to their attitude towards e- E-learning.

Objectives of the Study

1. To find out the level of attitude towards E-learning of secondary school students.
2. To find out whether there is any significant difference in attitude towards E-learning of secondary school students with respect to gender.

Hypothesis

1. There is no significant difference between male and female secondary school students in their attitude towards E-learning.
2. There is no significant difference between rural and urban secondary school students in their attitude towards E-learning.
3. There is no significant difference among boys, girls and co-education secondary students in their attitude towards E-learning.

Delimitations

1. The study was conducted only Virudhunagar district E-Learning in Tami Nadu.
2. The present study has been confined with a sample of 300 secondary school students from 10 schools only.
3. The attitude towards E-Learning is measured the variables of secondary school students only.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the is secondary school students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 secondary school students from 10 higher secondary schools in Virudhunagar district.

Tool

Attitude towards E-learning Scale were prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of attitude towards E-Learning of secondary school students.

Table 1 Level of Attitude towards E-Learning of Secondary School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
147	49.0	86	28.7	67	22.3

It is inferred from the above table that 49.0% of secondary school students have low, 28.7% of them have moderate and 22.3% of them have high level of secondary school students.

Objective: 2

To find out the level of attitude towards e- leaning of secondary school students with reference to gender

Table 2 Level of Attitude towards Learning of Secondary School Students with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	61	46.9	42	32.1	28	21.4
Female	86	50.9	44	26.0	39	23.1

It is inferred from the above table that, 46.9% of the male secondary school students have low, 32.1% of them have moderate and 21.4% of them have high level of attitude towards e-learning. 50.9 % of the female secondary school students have low, 26.0% of them have moderate and 23.1% of them have high level of attitude towards e- leaning.

Null Hypothesis: 1

There is no significant difference between male and female secondary school students in their attitude towards E-learning.

Table 3 Difference between Male and Female Secondary School Students in their Attitude towards E-learning

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	131	136.557	14.7706	3.691	S
Female	169	141.580	8.5764		

It is inferred from the above table that calculated 't' value (3.691) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female secondary school students in their attitude towards E-learning.

Null Hypothesis: 2

There is no significant difference between rural and urban high school students in their attitude towards e-E-learning

Table 4 Difference between Rural and Urban High School Students in their Attitude towards E-learning

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	157	141.796	9.7137	3.743	S
Urban	143	136.741	13.5182		

It is inferred from the above table that calculated 't' value (3.743) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban high school students in their attitude towards E-learning.

Null Hypothesis: 3

There is no significant difference among boys, girls, co-education school students with respect to attitude towards E-learning.

Table 5 Difference among Boys, Girls, Co-Education School Students with Respect to Attitude towards E-learning

Variables	Sources	Sum of square	Degrees of freedom	Mean square	Calculate 'F' Value	Remarks at 5% Level
E-learning	Between	1155.425	2	577.712	4.142	S
	Within	41425.722	297	139.481		
	Total	42581.147	299			

It is inferred from the above table that calculates 'F' value (4.142) is greater than the table value (3.02) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among boys, girls, co-education school students with respect to attitude towards E-learning.

Major Findings

1. There is significant difference between male and female secondary school students in their attitude towards E-learning.
2. There is significant difference between rural and urban secondary school students in their attitude towards E-learning.
3. There is significant difference among government, aided and self-finance secondary students in their attitude towards E-learning.
4. There is significant difference among boys, girls and co-education secondary students in their attitude towards E-learning.

Interpretation

1. The 't' test result point out that there is significant difference between male and female secondary school students in their attitude towards E-learning. Female students (141.50) have more attitude than male students (136.55) in their attitude towards E-learning. This is may be due to fact that female students have favourable attitude shows a greater probability that learners will accept the new E-learning system. Factors such as patience, self-discipline, easiness in using software, good technical skills, abilities regarding time management impact on students attitude towards E-learning.
2. The 't' test result reveals that there is significant difference between rural and urban high school students in their attitude towards E-learning. Rural students (141.79) have more attitude than urban students (136.74) in their attitude towards E-learning.
3. There is significant difference among boys, girls, co-education school students with respect to attitude towards E-learning. While comparing the mean value of boys, girls and co-education, the mean value of co-education school students (142.22) are better than the other girls (138.52) and boys (137.48) secondary school students in their attitude towards E-learning.

Suggestions of the Study

The following are the suggestions for further research studies.

1. A similar study can be conducted on students of CBSE board or ICSE board.
2. A sample from other state of the country can also be taken to conduct a similar study.
3. The present study has been done on secondary school students and similar studies can be done on elementary school students and college students.
4. A comparative study can be conducted on students of private and aided schools.
5. Instead of urban and rural as classificatory variable we can carry out a study on male and female.

Educational implications of the Study

1. There is need to provide the guidance to parents of rural areas which would help in the development of skills in different areas. So the central govt. and state governments should do sincere efforts for education of rural area families especially to mothers of adolescents.
2. The study also indicated that there is significant positive relationship between academic achievement and study habits of adolescents. Teachers would also adopt different techniques of teaching like self-study, supervised study and such techniques would help the adolescents for enhance their study habits.
3. Since there is significant positive relationship between academic achievement and home environment of adolescents. A healthy home offers security to the children. Psychologically climate of homes plays an important role on child's academic performance. The poor communication between parents and their children lead to E-learning and behavioural problems which lead to maladjustments and affect their academic achievements score. Therefore parents should create conducive home environment so that it would help in their wards achievements.

Conclusion

The researchers can replicate the study to review and validate the findings of the present study. The study can also be conducted in different streams to find out whether these dimensions and factors are stream specific. The dimensions which have not emerged to be significant in the present study need to be looked into again by the researchers amongst various study groups. Longitudinal study can be conducted to explore whether these dimensions and factors are age specific, discipline specific, or universal. The major challenge faced by E-learning is that it cannot replace human being. Hence, it is necessary for the online E-learning designers to realize that the learners are not isolated. The policy makers of higher education like AICTE and UGC can promote E-learning as a supporting medium to the main stream education and also to the present methodologies of teaching and E-learning. It provides learner with the opportunity to enjoy the students.

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**A STUDY OF SPIRITUAL INTELLIGENCE AMONG HIGHER SECONDARY STUDENTS WITH
RESPECT LOCALITY OF SCHOOL**

¹ Dr. M. Sugumari² R. Yokeswari**Abstract**

The main objective of the study was to find out whether there is any significant difference between rural and urban school higher secondary students in their spiritual intelligence. The researcher adopted a normative survey method for the collection of data. The sample consists of 250 higher secondary school students randomly selected from 7 higher secondary school from Watrap Taluk. The result found out that there is a significant difference between rural and urban school higher secondary students in their spiritual intelligence.

Introduction

Education is considered as the most powerful weapon of a society. Education is always instrumental in providing a better quality of life for human beings. Education has been regarded as a major means of imparting knowledge as well as skills to individuals and equally helps in the process of social transformation. Even as education is supposed to enhance the quality of life and provide more opportunities for individuals in society, conceptualizations of what constitutes a better life have changed over the ages. The dynamism in our society has given way to a more productive oriented social structure, which stands in stark contrast to a more spiritual set up in the past. It shows that education being an integral part of the social structure has also undergone severe changes in its curriculum, which speaks of education being the most crucial determinant of a so called 'developed' and 'industrialized' society.

Secondary education plays a significant role in addressing the emerging human development concerns in countries engaged in building knowledge societies for staying connected to the globalization process. Hence, Higher Secondary stage of education is one of the most important stages of education system. This stage exclusively belongs to the adolescent period (late adolescent period) of human life. Higher Secondary stage is considered as the most significant stage, because this stage as been regarded as the milestone of an individual's life. Moreover adolescence period is the most important period of human life which is marked with the crisis of identity vs. role confusion. The sudden psychological changes, physical transformations and transactions with the society compel them to ask exploratory questions diving deep within. There are so many physical as well as psychological factors recognized at this stage. In this context, there is a need to pay greater attention to higher secondary education as it caters to the need of the most important stage of human life. Psychological factors like motivation, emotional support, reinforcements, test nervousness and anxiety play a very vital role in shaping the academic activities of the higher secondary students. Educationists need to focus on the psychological aspect of the students to direct their activities towards their personal and professional goals. Spiritual imbalances could be better treated with healthy environment at home and school which further could be inculcated through spiritual strength which encourages morality and moral values among students. The value of helping others without expecting anything in return could be poured into an individual better in his/her studentship. The spiritual values become the base for these altruistic acts of the students as a social individual. It further helps in accomplishing the ultimate aim of education i.e., the all round development of the personality of the child.

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Spiritual intelligence is concern with the inner life of mind and spirit and its relationship to bring in the world Spiritual intelligence implies a capacity for a deep understanding of existential questions and insight into multiple level of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative life from stardust to mineral, vegetable, animal and human existence implies some form of intelligence emerges as consciousness evolves into an over deepening awareness of matter, life, body, mind, soul, and spirit spiritual intelligence, then is more than enough capacity to judge them self investigator has also witnessed that students of higher secondary school have ability to think ability.

Significance of the Study

Spiritual intelligence is a higher dimension of intelligence that activates and presents the qualities and abilities of one's self (or the soul), in the form of wisdom, joy, love, creativity, and peace. Spiritual intelligence results in a sense of deeper responsibility with improvements in a wide range of important life skills and work skills. Spiritual Intelligence is to understand and think who you are and to live life with complete awareness in the society. Spiritual intelligence expands one's capacity to understand others at the deepest level. Spiritual understanding helps us to explore both the 'true cause' of behaviour without judgment, and the 'true needs' of others until they themselves learn to meet their own needs. The current study is to understand how spiritual intelligence helps students to understand and fulfill academic needs of students. Scope of the spiritual Intelligence study helps to identify the purpose of spiritual intelligence, how it helps to align personal value with purpose, understand how academic achievement can be improved. Scope of the spiritual Intelligence study helps to identify the purpose of spiritual intelligence, how it helps to align personal values with purpose.

Spiritual Intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world. Spiritual Intelligence (SI) implies a capacity for a deep understanding of existential questions and insight into multiple levels of consciousness. Spiritual Intelligence also implies awareness of spirit as the ground of being or as the creative life from stardust to mineral, vegetable, animal, and human existence implies some form of intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul and spirit. Spiritual Intelligence, then, is more than individual mental ability. At higher secondary level of schools, students have their enough capability to judge them self. Investigator has also witnessed that students of higher secondary school have ability to think. Therefore the investigator wants to **"A Study of Spiritual Intelligence among Higher Secondary Students with Respect Locality of School"**

Objectives

1. To measure the level of spiritual intelligence among higher secondary students.
2. To find out whether is there any significant difference between rural and urban school higher secondary students.

Methodology

A survey method was approved by the researcher to conduct this study.

Population for the Study

The population of the present study is the higher secondary school students of Watrap Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher applied random sampling technique for selecting the sample. The sample for the present study comprises 200 students from higher secondary school, seven higher secondary schools of Watrap Taluk, Virudhunagar district of Tamilnadu.

Tool

The spiritual intelligence Scale was prepared and validated by the investigator and guide (2022)

Statistical Techniques

Percentage, Mean, Standard Deviation, and correlation

Analysis of Data

1. To measure the level of spiritual intelligence among higher secondary students..

Table 1 Level of Spiritual Intelligence among Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
35	14.0	157	62.8	58	23.2

14.0% of higher secondary students have low, 62.8% of them have moderate and 23.2% of them have high level of spiritual intelligence

2. To measure the level of spiritual intelligence among higher secondary students with respect to gender

Table 2 Level of Spiritual Intelligence among Higher Secondary Students with Reference to Location of School

<i>Locality of School</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Rural school	10	11.5	50	57.5	27	31.0
Urban school	25	15.3	107	65.6	31	19.0

11.5% of the rural higher secondary school students have low, 57.5% of them have moderate and 31.0% of them have high level of Spiritual intelligence. 15.3% of the urban higher secondary school students have low, 65.6% of them have moderate and 19.0 % of them have high level of Spiritual intelligence.

Null Hypothesis: 3

There is no significant difference between rural and urban higher secondary school students in their spiritual intelligence.

Table 3 Difference Between Rural and Urban Higher Secondary School Students in their Spiritual Intelligence

<i>Location of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Rural school	87	165.53	13.71796	3.182	S
Urban school	163	159.57	14.29926		

(At 5% level of significance, for df248, the table value of 't' is 1.96)

The calculated 't' value (3.182) is greater than the table value (1.96) for df 248 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban school higher secondary students in their spiritual intelligence.

Major Findings of the Study

1. 14.0% of higher secondary students have low, 62.8% of them have moderate and 23.2% of them have high level of spiritual intelligence
2. 11.5% of the rural higher secondary school students have low, 57.5% of them have moderate and 31.0% of them have high level of Spiritual intelligence. 15.3% of the urban higher secondary school

students have low, 65.6% of them have moderate and 19.0 % of them have high level of Spiritual intelligence.

3. There is a significant difference between rural and urban school higher secondary students in their spiritual intelligence.

Recommendation of the Study

1. The school authorities and policy makers should take the responsibility together in developing spiritual intelligence at personal, group and organizational level and this can be done by organizing different spiritual intelligence training program to enhance spiritual intelligence of school teachers and to provide them with benefits in both the personal and interpersonal realms.
2. For the students who have average spiritual intelligence, Principals, Teachers and Parents should take necessary steps such as design of curriculum which includes religious curriculum, instructional curriculum, biography-based courses of dignitaries like Swami Vivekanand and Mahatma Gandhi.
3. Integrated value education is not at all possible in the overcrowded and overloaded academic session. So, government and school authorities should implement value education innovative programmes with special preference to Spiritual Intelligence twice in a week in each and every schools.
4. Value based strategies orientation programme regarding Spiritual Intelligence can be included in In-service programmes for teachers.
5. The new and variety of life related value based strategies are essential for enhancing moral values of students at any age level.

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ATTITUDE OF STUDENT TEACHERS TOWARDS LIFE SKILLS EDUCATION

¹ Dr. V. Kasirajan

² G . Sharmila

Abstract

The objectives of the study were to find out the level of attitude of student teachers towards life skills education. Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of student teachers in colleges of Education of Virudhunagr District. A sample size of 300 student teachers from randomly selected 7 colleges of education from Virudhunagr District was selected using simple random sampling method. Attitude towards life skill education was developed and standardised by the investigators and guide was used for getting the level of attitude of student teachers of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and were used. The investigator found that the level of attitude of student teachers towards life skills education is average. There is a significant difference in attitude towards life skills education of student teachers with respect to gender.

Introduction

The present study will play significant role to check attitude of teachers regarding Life Skills Education. It is also helpful to change the attitude of teachers towards Life skills Education. It will play the contributory role for the incorporation of Life Skills Education in the School Curriculum. Present study will develop the attitude of teacher community about Life skills Education which will be helpful for future generation. This study will sensitize the novice teacher about the serious issue of the society. This study is helpful to inculcate the life skills and values among the teachers. It will create a positive environment among teacher community

Now a day's large number of youth engaged in antisocial activities which create a lot of social problems, which affects the social health. Teacher will play a vital role in this. So researcher studied this problem at student teacher level. There is provision regarding the Life skills Education in the present curriculum of the school, but there are problems in implementation of the same. As the researcher is a Teacher Educator, decided to provide the opportunity for the teacher regarding the knowledge Life skills Education. At the college level, it is very necessary to inculcate the values, life skills and good habits among the teacher students. It will help to shape the adolescent in future. Life Skills are helpful to the student to behave ideally in the society also help to contribute for the society. So this study is very necessary at this stage.

Objectives of the Study

1. To find out the level of attitude of student teachers towards life skills education.
2. To find out the level of attitude of student teachers towards life skills education with reference to gender.
3. To find out whether there is any significant difference in attitude of student teachers towards life skills education with reference to gender.

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Methodology

Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population for the present study comprises all the teacher educators working in the colleges of education located in Virudhunagar District. In the present study, the investigator used simple random sampling technique for selecting the sample. The investigator has randomly selected seven colleges of education from Virudhunagar district affiliated to TamilNadu Teacher's Education University. From these colleges of education, 300 student teachers were selected. Attitude towards life skills education (2023) was prepared and validated by the investigators was used for getting the level of attitude towards life skills education of the sample. In this study, various statistical measures such as percentage Mean, Standard Deviation and t-test were used.

Analysis of the Study

Objective : 1

1. To find the level of attitude towards life skills education attitude towards life skills education of student teachers

Table 1 Level of Attitude Towards Life Skills Education Attitude Towards Life Skills Education of Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
51	17.0	204	68.0	45	15.0

It is inferred from the above table that, 17.0% of have low, 68.0% of them have moderate and 15.0% of them have high level of Student teachers in their attitude towards life skills education.

2. To find the level of attitude towards life skills education of student teachers with reference to gender

Table 2 Level of Attitude Towards Life Skills Education of Student Teachers with Reference to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	10	18.9	35	66.0	8	15.1
Female	41	16.6	169	68.4	37	15.0

It is inferred from the above table that, 18.9% of the male have low, 66.0% of them have moderate and 15.1% of them have high level of student teachers in their Attitude towards life skills education. 16.6% of the female have low, 68.4% of them have moderate and 15.0% of them have high level of student teachers in their attitude towards life skills education.

3. There is no significant difference in attitude towards life skills education of Student teachers with respect to gender

Table 3 Difference in Attitude Towards Life Skills Education of Student Teachers with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	53	164.682	15.21989	2.241	S
Female	247	165.232	15.08295		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from above table that the calculated 't' value (2.241) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference in attitude towards life skills education of student teachers with respect to gender.

Findings of the Study

1. 17.0% of have low, 68.0% of them have moderate and 15.0% of them have high level of student teachers in their attitude towards life skills education.
2. 18.9% of the male have low, 66.0% of them have moderate and 15.1% of them have high level of student teachers in their Attitude towards life skills education. 16.6% of the female have low, 68.4% of them have moderate and 15.0% of them have high level of student teachers in their attitude towards life skills education.
3. There is a significant difference in attitude towards life skills education of student teachers with respect to gender.

Educational Implications

1. To improve the level of life skills of the B. Ed students, proper curricular orientation along with intervention programme should be included at college of education or teacher training level.
2. Parents should act as a role model for their children.
3. Teachers must be interested in inculcating life oriented teaching along with subject.
4. Life skill training must be provided to the teacher trainees.
5. Life skills must be included in the curriculum at all levels of education.
6. Importance must be given for extracurricular activities at all levels of education for all students.
7. All the students should be motivated to learn about life skill.
8. Prerequisites of interpersonal skills such as critical thinking, problem solving, decision making, healthy relationship and effective communication must be insisted among students by inviting great personalities to schools and colleges.

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**AWARENESS AND USAGE OF SWAYAM COURSES AMONG COLLEGE STUDENTS**¹ Dr. M. Nithya Kalyani² E. Rammathan**Abstract**

The present study is entitled as "Awareness and Usage of Swayam Courses among College Students". SWAYAM is Study Webs of Active-learning for Young Aspiring Minds is an Indian MOOC an open-source platform based on Open edX platform. The SWAYAM is the government of India initiatives with three cardinal principal of Education Policy they are access, equity and quality. The country like India it is very difficult to provide the quality education to the mass at minimal cost and efforts. SWAYAM operates SWAYAM learning resources in different ways and structure. Learning is delivered in four ways; e-Tutorial, e-Content, discussion forums and self- assessment. Adolescence is the bridge between childhood and adulthood. It is a stage in development. The B.Ed college students are at the adolescent stage that takes place between childhood and adulthood. Adolescence is the most crucial and significant period of an individual's physical, mental, moral, spiritual, sexual and social outlook. According to Rabindranath Tagore, in the world of human affairs, there is no worse nuisance than a boy at the age of fourteen. In this connection, the purpose of the present study was to find out the Awareness and Usage of Swayam Courses among College Students. The research type was a survey method, which consists of purposive sampling of 300 college students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the college students have moderate level of Swayam Courses.

Keywords: Home Environment, Achievement in Physics and College Students.

Introduction

SWAYAM is an Indian government Massive open online course (MOOC) platform providing educational opportunities for a vast number of university and college learners. SWAYAM is an acronym that stands for "Study Webs of Active-Learning for Young Aspiring Minds Courses delivered through SWAYAM are available free of cost to the learners. However learners wishing to obtain a SWAYAM certificate should register for the final proctored exams that come at a fee and attend in-person at designated centers on specified dates. The B.Ed college students are at the adolescent stage that takes place between childhood and adulthood. Adolescence is the most crucial and significant period of an individual's physical, mental, moral, spiritual, sexual and social outlook. According to Rabindranath Tagore, in the world of human affairs, there is no worse nuisance than a boy at the age of fourteen. He is neither ornamental nor useful. Stanley Hall describes the period of adolescence as a period of great stress and strain, storm and strife.

Need and Significance of the Study

Teachers also agreed to the notion of listening to pupils and encouraging greater participation but felt that the obstacles have been long term traditional practices in schools and adult perceptions of childhood. Teacher trainees agreed that pupils' views were important for school improvement work and therefore pupils should be encouraged to participate in decision-making in schools. Pupils were of view that they have certain ideas for the development of the school and they wanted to participate in decision-making activities. The above studies have acquainted us about the role of SWAYAM to education.

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Education does not mean only enhancing educational accessibility, quality and equity of the students that are already enrolled in one or the other courses but also to the employed individuals to enhance their skills which may lead to a better socio-economic status. SWAYAM courses were officially launched in July 2017 and have just entered in the second phase with an upgraded SWAYAM 2.0 version on 15th May 2019. So, the role of SWAYAM courses in Higher education need to be assessed based on the 4Es (Expansion, Equality of opportunity, Excellence and Employability) to check its effectiveness in higher education and also to provide suggestions to meet national and global needs.

Teacher Education Students must be able to build healthy relationship with student and able to understand this pupil in front of them. They should possess the skills for effective teaching, skill for interaction with pupils etc. They should have a mind to collect recent information in the field and update his knowledge of their subject and recent changes in technology of teaching. The trainees should always have a psychological approach to their students and their problems. They should be punctual, active and hardworking. As we aim at the all-round development of the child, they should also focus on and promote the co-curricular activities of the students. Prospective teacher should have the capabilities to identify the talents among pupils. The teacher trainees should have alertness, curiosity and keen observation which are indispensable qualities of a scientist. They should also have logical thinking. They should possess a mind to enrich their knowledge in Swayam courses. They should utilize every opportunity carefully to clarify. With this in mind, the investigator deals the present study entitled as **“Awareness and Usage of Swayam Courses among College Students”**.

Objectives

1. To find out the level of awareness of SWAYAM courses among college students.
2. To find out the level of usage of SWAYAM courses among college students.

Hypotheses

- a) There is no significant difference between male and female college students in their awareness of SWAYAM courses.
- b) There is no significant difference between male and female college students in their usage of SWAYAM courses.
- c) There is no significant relationship between awareness of SWAYAM courses and usage of SWAYAM courses among college students.

Delimitations of the Study

1. The awareness of SWAYAM courses and usage of SWAYAM courses variable consists for the study.
2. The study was limited only to 300 B.Ed college students in Virudhunagar.
3. The study is confined only to districts in the Virudhunagar.

Population for the Study

Population is the aggregate or totality of objects or individuals, who are proposed to be covered under the scheme of study. The population for the present study is B.Ed college students in Virudhunagar district.

Sample for the Study

According to John W. Best and James V. Kahn (1980), “A sample is a small proportion of a population selected for observation and analysis.” The investigator has randomly selected the sample size is 300 B.Ed college students from 10 education colleges in Virudhunagar district.

Tools Used for Present Study

- Awareness of SWAYAM courses questionnaire for College students, which was constructed and validated by guide and investigator (2022).

- Usage of SWAYAM courses questionnaire for College students, which was constructed and validated by guide and investigator (2022).

Statistical Techniques Used

The statistical measures have used in this study: Percentage analysis Mean, SD and 't' test.

Objective:1

To find out the level of awareness of SWAYAM courses among college students.

Table 1 Level of Awareness of Swayam Courses among College Students

Low		Moderate		High	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is inferred from the above table that, 48.7% of college students have low, 36.7% of them have moderate and 14.7% of them have high level of awareness of SWAYAM courses.

Objective:2

To find out the level of usage of SWAYAM courses among college students.

Table 2 Level of Usage of Swayam Courses among College Students

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

It is inferred from the above table that, 45.0% of college students. have low, 27.3% of them have moderate and 27.7% of them have high level of usage of SWAYAM courses.

Null Hypothesis: 1

There is no significant difference between male and female college students in their awareness of SWAYAM courses.

Table 3 Difference Between Male and Female College Students in their Awareness of Swayam Courses

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	75.17	9.44	4.793	S
Female	167	75.61	9.65		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (4.793) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female college students in their awareness of SWAYAM courses.

Null Hypothesis: 2

There is no significant difference between male and female college students in their usage of SWAYAM courses.

Table 4 Difference Between Male and Female College Students in their Usage of Swayam Courses

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	104.195	12.1842	3.458	S
Female	167	104.000	12.8116		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.458) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female college students in their usage of SWAYAM courses.

Null Hypothesis: 3

There is no significant relationship between awareness of SWAYAM courses and usage of SWAYAM courses among college students.

Table 5 Significant Relationship Between Awareness of Swayam Courses and Usage of Swayam Courses among College Students

Awareness of SWAYAM courses		Usage of SWAYAM courses		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

(Table value of 'r' is 0.113, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.046) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between awareness of SWAYAM courses and usage of SWAYAM courses among college students.

Major Findings

Descriptive Analysis

- 48.7% of college students have low, 49.0% of them have moderate and 25.7% of them have high level of awareness of SWAYAM courses among college students.
- 45.0% of college students have low, 27.3% of them have moderate and 27.7% of them have high level of usage of SWAYAM courses among college students.

Inferential Analysis

- There is a significant difference between male and female college students in their awareness of SWAYAM courses.
- There is a significant difference between male and female college students in their usage of SWAYAM courses.
- There is no significant relationship between awareness of SWAYAM courses and Usage of SWAYAM courses among college students.

Interpretation

- The finding of present study concludes that there is significant difference between male and female college students in their awareness of SWAYAM courses. Female (125.17) are better than male (117.61) college students in their awareness of SWAYAM courses. This is may be due to fact that female have more interest, dedication and involvement than male in their awareness of SWAYAM courses.

2. There is no significant difference between male and female college students in their usage of SWAYAM courses. Female students (87.00) are better than male students (84.19) in their usage of SWAYAM courses. This is may be due to fact that female more interest in academic and also extra care and give proper coaching for their study.

Recommendations of the Study

The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counseling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through awareness of SWAYAM courses training programme. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building. In sum, it may be concluded that there is a strong linkage between effective awareness of SWAYAM courses and usage of SWAYAM courses.

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**EFFECTIVE OF STRESS ON PERFORMANCE AMONG POST GRADUATE TEACHERS IN
VIRUTHUNAGAR DISTRICT**

¹ S.Kasthuri² G. Mathana**Abstract**

This investigation was done to see if there is any significant difference in stress on performance among post graduate teachers with the background variable such as to gender, age, Location of teacher, Medium of instruction, nature of post, teaching experience, subject handling. The sample comprises of 250 post graduate teachers acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between Educational innovations and Creativity of student teachers.

Keywords: Stress on Performance, Post Graduate Teacher, Simple Random Sampling Technique and SPSS.

Introduction

Teaching is the noblest profession of the society where there are lots of expectations from the various peoples of the society in building the children's personalities and developing the knowledge, creativity, innovative thoughts etc., in the minds of the younger generation. All these needs of the society will be fulfilled by teachers, if teacher is stress free and teaches effectively. But as we are living in the fast growing era of so many pressures and complexities where human constitutional capacities are severely taxed. Stress is a universal experience of human of which both pleasant and unpleasant situations have stressful components' for the teachers which is the concept and cause of occupational stress. Occupational stress of higher education teachers is created with an attitude of apathy, non - involvement and non - cooperation of teachers which will lead to low standard of education, high-level of wastage, increase in expenses, work interruption, low efficiency and strained relation to the teachers to the organization and colleagues.

Significance of the Study

A stress free teacher can teach effectively in the classroom and can provide a better quality atmosphere to make the institution a challenging and interesting centre for the students. Occupational stress is created when some factors of work have a negative impact on an employees' physical and mental well being. A variety of work related factors can lead to stress including work overload, time pressures, lack of communication, change of work role ambiguity, frustration, harassment, conflict at work etc. and individual factors creating stress are equally varied and complex. Individual factors which produce stress include financial worries, marital problems, pregnancy, problems with children and death of spouse etc.

In the present day scenario, though India is in progressing by leaps and bounds and it is on the verge of becoming the developed nation, we cannot afford to refuse or neglect the talents of our teachers because the teachers are considered to be the pillars of the country and the society. Without efficient and talented teachers, no country can develop. In this aspect the need and importance of the teachers in the life of the nation cannot be overlooking. So taking the above context into consideration the present study is considered to be important and the researcher had made an effort to analysis the concept. Hence the investigator selected the problem '**Effect of Stress on Performance among Post Graduate Teachers in Viruthunagar district**'.

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Objectives of the Study

1. To find out the level of stress on performance among post graduate teachers.

Null Hypotheses

1. There is no significant difference in stress on performance among post graduate teachers with respect to gender.
2. There is no significant association between stress on performance and teaching experience among post graduate teachers.
3. There is no significant association between stress on performance and monthly income among post graduate teachers.

Delimitations

1. The study was restricted to the post graduate teachers who are handling higher secondary class only.
2. The area of the study was delimited to Srivillipthur Taluk.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study post graduate teachers in Virudhunagar district.

Sample for the Study

The investigator has used cluster sampling technique for selecting the sample from the population. The sample size is 250 post graduates teacher from 10 higher secondary schools in Virudhunagar district.

Tool

The stress on performance prepared by investigator G. Mathana (investigator) and Mrs. S. Kasthuri (guide)

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective: 1

To find out the level of stress on performance among post graduate teachers.

Table 1 Level of Stress on Performance among Post Graduate Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
74	29.6	108	43.2	68	27.2

It is inferred from the above table that, 29.6% of higher secondary teachers have low, 43.2% of them have moderate and 27.2% of them have high level of Stress on performance.

Null Hypothesis: 1

There is no significant difference in stress on performance among post graduate teachers with reference to gender.

Table 2 Significant Difference in Stress on Performance among Post Graduate Teachers with Reference to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	111	127.56	17.038	3.421	S
Female	139	124.42	17.482		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.421) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in stress on performance among post graduate teachers with reference to gender.

Null Hypothesis: 2

There is no significant association between stress on performance and teaching experience of post graduate teachers.

Table 3 Association Between Stress on Performance and Teaching Experience of Post Graduate Teachers

Teaching experience	Low		Average		High		df	Calculated χ^2 value	Remarks
	OB	EX	OB	EX	OB	EX			
Below 5yrs	21	17.3	58	57.1	9	13.7	4	4.143	NS
5-10 yrs	13	15.1	50	49.9	14	12.0			
Above10yrs	9	10.6	34	35.0	11	8.4			

(At 5% level of significance for df (4) the table value is (9.49)

It is inferred from the above table that the calculated chi-square value (4.143) is less than the table value (9.49) for df (4) at 5% level of significance. Hence, the null hypothesis is accepted. It shows that there is no significant association between stress on performance and teaching experience of post graduate teachers.

Null Hypothesis: 3

There is no significant association between stress on performance and monthly income of post graduate teachers.

Table 4 Association between Stress on Performance and Monthly Income of Post Graduate Teachers

Monthly income	Low		Average		High		df	Calculated χ^2 value	Remarks
	OB	EX	OB	EX	OB	EX			
BelowRs.10000	8	4.9	16	16.2	1	3.9	4	7.474	NS
Rs.10000-20000	11	7.9	23	25.9	6	6.2			
AboveRs.20000	24	30.2	103	99.9	27	23.			

(At 5% level of significance for df(4) the table value is (9.49)

It is inferred from the above table that the calculated chi-square value (7.474) is less than the table value (9.49) for df (4) at 5% level of significance. Hence, the null hypothesis is accepted. It shows that there is no significant association between job satisfaction and monthly income of high school teachers.

Major Findings

- 29.6% of post graduate teachers have low, 43.2% of them have moderate and 27.2% of them have high level of stress on performance.
- 23.4% of the male post graduate teachers have low, 46.7% of them have moderate and 21.5% of them have high level of stress on performance.

3. There is significant difference in stress on performance among post graduate teachers with respect to gender.
4. There is no significant association between stress on performance and teaching experience among post graduate teachers.
5. There is no significant association between stress on performance and monthly income among post graduate teachers.

Interpretation

The finding reveals that there is significant difference between male and female post graduate teachers in their stress on performance. Male teachers (67.56) are better than female (67.42) post graduate teachers in their stress on performance. This is may be due to fact that male teacher are lagging behind the female teacher in their stress on performance. This is may be due fact that Male have more exposure, opportunities, spent more time.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The teachers should take care of relaxation and leisure time as they are essential ingredients in a healthy lifestyle.
2. The teachers should actively participate in the programmes arranged by the institution.
3. The teachers should proud about their institutions. The teachers should have consistency in his work. The teachers should respect the decisions taken by the management.

Recommendations of the Present Study

1. A study of the relationship between stress and organizational commitment among teachers of different levels of education.
2. A comparative study of stress and organizational commitment among teachers at different levels of education.
3. A comparative study of stress and organizational commitment among the teachers of urban and rural area.
4. A study can be conducted to identify the level of stress and organizational commitment in teachers at different levels of education.
5. A study can be conducted to investigate different strategies adopted by teachers to cope with the stress.

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**SCIENTIFIC TEMPER AND ACHIEVEMENT AMONG THE HIGH SCHOOL STUDENTS
IN VIRUDHUNAGAR DISTRICT**
←—————→

¹R. Madaselvi

²M. Kannan

Abstract

The focus of present study was to ascertain the influence of scientific temper and achievement among the high school students in virudhunagar district. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school students acquired from ten high school students schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of scientific temper among high school students is high and level of achievement among high school students is low in Virudhunagar district. The findings reveal that there is significant difference among government, government aided and private high school students in their Achievement.

Keywords: *Scientific Temper, Achievement, High School Students and Survey Method.*

Introduction

Science education plays an important role in all round cultural and social development of human resources and helps in evolving a civilized society today. It enables an individual to think rationally and act resourcefully. Scientifically knowledgeable person makes well-versed decisions within the context of science and technology by drawing their rich knowledge, such as understanding of concepts and principles, theories and processes of science. Science and technology has made our life more comfortable and happy. Science and technology has given an important place in the Indian constitution. Scientific temper is not actually the knowledge of science and technology, theorems, principles or any scientific laws, but it is the critical thinking and evaluation. Not all the people who have the knowledge of physics, biochemistry, mathematics or any other science subject, are said to have scientific temper. Scientific temper involves discussion, argumentation, analysis, synthesis.

The Achievement of the student is the main concern and the most important objective of education. Not that other aspect of educational goals should be ignored, but the fact remains that Achievement is the sole responsibility of all educational institutions established by society to promote a healthy student development (Good 1959)

Achievement depends on the various factors included in the student's context, the type of home, the type of learning and teaching will play a very important role in achievement. Heredity and social factors affect student achievement and play an important role.

Significance of the Study

In present era of science and technology, it is necessary for educational planners, curriculum designers, career guidance personnel and educational administrators to know about personality characteristic, scientific temper, vocational preferences and academic achievement of students at different levels of education. One of the major aims of teaching science is the development of 'scientific temper' in the students. The scientific temper is made up of a cluster of behaviours to be manifested by the individual. Though the development of 'scientific temper' in the pupils has been emphasised by almost every commission and committee, it is surprising to note that there is not a single definition of it i.e. it has not been defined clearly and precisely. Researchers and authors have defined it differently in their own way to serve their purpose.

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The term Achievement has been operationally defined as the sum of achievements in all subjects. This is obtained by adding the results obtained by the students in all subjects during the final examination. It is closely related to the type of adjustment that the child can fill in the school where a number of learning experiences are provided, Achievement indicate how the child can adapt and reach in school conditions in the terms of the various activities that are provided in the school to a normal degree of waiting. This results in the satisfaction of need, measured through various learning experiences, including curricular and co-curricular activities.

At the high school stage of general education, courses are diversified as to enable the pupils to study a group of any three subjects in depth with freedom in grouping of subjects. To ensure the balanced development of the adolescents total personality, the curriculum provides half the time to electives, one-fourth of the time to language and one- fourth to physical education, arts and crafts, moral and spiritual education.

i.e. The investigator is interested in knowing the relationship between high school students' Achievement and their Scientific temper level.

Objectives of the Study

1. To find out the level of scientific temper among the high school students.
2. To find out the level of achievement among the high school students

Hypothesis

1. There is no significant difference in scientific temper among the high school students in gender.
2. There is no significant difference in achievement among the high school students in gender.
3. There is no significant relationship between Scientific temper and Achievement among the high school students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the is high school students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 secondary school students from 10 high and higher secondary school students in Virudhunagar district.

Tool

- The scientific temper scale of higher secondary school students, the investigator used "Scientific temper scale" by N.A. Nadeem and Show kat Rasheed Wani (2016).
- Achievement refers to the total marks obtained by the students in the quarterly examination considered as a academic achievement of the respective students.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Null Hypothesis: 1

There is no significant difference between male and female high school students in their scientific temper.

Table 1 Significant Difference between Male and Female High School Students in their Scientific Temper

Gender	N	Mean	SD	't' value	Level of Significance
Male	138	100.59	20.86	1.14	Not Significant
Female	162	97.75	22.34		

(Table value of 't' is 1.968 at 0.05 level of significance)

It is inferred from the above table that calculated 't' value is 1.14 is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence, the framed null hypothesis is accepted. It is inferred that male and female high school students do not differ significantly in their scientific temper.

Null Hypothesis: 2

There is no significant difference between male and female high school students in their Achievement.

Table 2 Significant Difference between Male and Female High School Students in their Achievement

Gender	N	Mean	SD	't' value	Level of Significance
Male	138	47.64	13.18	0.055	Not Significant
Female	162	47.72	13.44		

(Table value of 't' is 1.968 at 0.05 level of significance)

It is inferred from the above table that calculated 't' value (0.055) is greater than the table value (1.96) for df (285) at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant difference between male and female high school students in their Achievement.

Null Hypothesis: 3

There is no significant relationship between scientific temper and achievement among high school students.

Table 3 Correlation between Scientific Temper and Achievement among High School Students

Variables	N	'r'	Level of Significance
Scientific temper and Achievement	300	0.031	Not Significant

(At 5% level of significance, the table value of 'r' is 0.113)

It is inferred from the above table that calculated correlation coefficient 'r' is 0.031, which is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is inferred that there is no significant relationship between scientific temper and achievement of high school students.

Major Findings

1. High school students have high level of scientific temper.
2. There is no significant difference between male and female high school students in their scientific temper.
3. There is no significant difference between male and female high school students in their Achievement.
4. There is no significant relationship between scientific temper and Achievement of higher secondary students.

Interpretation

1. The 'f' test result shows that there is significant difference among boys, girls, and co- education high school students in this Scientific temper, the mean value of co- education school students is higher than their counterparts. This may be due to the fact that, co-educational school teachers could encourage and help students to set reasonable goals and evaluate science realistically. So they have high level of scientific temper among high school students.
2. The 'f' test result shows that there is significant difference among government, aided and private high school students in their scientific temper. The value of govt. aided school students is more than their counterparts. This may be due to the fact that govt. aided school teachers can promote scientific temper by fostering supportive relationships among students.

Suggestions of the Study

The following are the suggestions for further research studies.

1. To study the role of scientific temper and study habits in enhancing achievement.
2. To study the level of aspirations of the children in the Achievement.
3. The study was conducted in other district, Tamilnadu, India and may be replicated in cross-cultural locations.

Recommendations of the Present Study

1. The present study gives a clear-cut view about the Scientific temper and Achievement of high school students. Based on the data analyzed and by the investigator, the following recommendations have been made.
2. One of the important findings of the present study is that the students are having high level of scientific temper. Parents have to give freedom to their children, so that they can explore the things beyond their books. By this, children can also develop the spirit of enquire as well.
3. The study also throws light on the need to re-organize and reframe the curriculum according to the interest and aptitude of students, new demands of society. There should be more emphasis on fostering of scientific temper among students.
4. Another one of the important findings of the present study is that the higher secondary school students are having low Achievement. Teachers must continuously monitor the performance of students in their examinations. Also, teachers should instruct and guide the students regarding effective study skills and test taking strategies. Teachers should encourage students to use positive self-talk, to practice relaxation techniques.

Conclusion

Teachers and parents should be aware about the first hand management of Scientific temper among high school students and for this, institutions should conduct awareness and orientation programmes. Preventive programmes and periodical psychological interventions should be conducted in the campus settings. Also, it is strongly recommended for the parents that any dissonance found in the behaviour of wards regarding their academics should be discussed with the respective teachers and should be consulted with a psychologist. It is strongly recommended that teachers should consult with school psychologist for better orientation and implementation of above mentioned activities. Students should optimize themselves for facing the evaluative situations by performing the academic tasks without any delay, devote efforts in studies with guidance from teachers, and possess confidence about their capabilities.

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