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CONTENTS

AN EXPERTIMENTAL STUDY ON TEACHING ENGLISH THROUGH ONLINE AND OFFLINE MODE AMONG CBSE AND ICSE TEACHERS

[1]K. Keerthana

[2]Dr. M. Arockia Pricilla

Introduction

Among the various challenges India faces every day in education, English Language Teaching must be one of the crucial ones for it has an impact on every learner right from primary level to the tertiary level and even beyond in research arena.

Among the population in India, majority in the north could follow Hindi though their mother tongue varies. But in down South there is no such common language but English which has been left as a legacy by the British colonies. The constitution of India also has stated that English could be the associate official language of India for some time till Hindi is promoted all over the country. But Hindi could not reach the South as was expected. Learning English language through other literary forms like poetry or drama might be cumbersome for the learners as the 'content' dominates the 'form' in them. Hence, prose becomes the prime resort for developing language skills.

Important Purposes of Teaching English

The teaching of English in India can have four distinct purposes, each requiring a different approach and different conditions for its success. Social purpose: A social objective will aim at making the pupil capable of easy adjustment with the modern social surroundings. Technical purpose: In almost all branches of modern knowledge, proficiency is dependent on continuing contacts with sources, which are easily accessible to Indians through English. This objective should receive the highest priority in higher education. Administrative purpose: This objective was accepted as the primary aim of University Education before Independence. Even now this objective is valid as long as it is confined to the top stream of students with the right bent of mind. They should be well-prepared or the jobs requiring a high degree of proficiency in quick and complete intellectual processes. Cultural purpose: This aim will enable our intellectuals to establish and maintain contacts with international current of thoughts, enabling the young men and women to make their own contributions to the universal thinking concerning human thoughts and welfare. This aim is the most difficult to realize.

Objectives of Teaching English

1. To find out that there is no significance difference between the mean score of experimental group and control group in the pre-test.
2. To find out that there is no significance difference between the Post test score of experimental group and control group.
3. To find out that there is no significance difference between the mean score of the pre-test and post test of the control group.
4. To find out that there is no significance difference between the pre-test and post test mean score of the experimental group.
5. To understand English with ease when spoken at normal conversational speed.

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[2] *Principal, Mangayarkarasi College of Education, Madurai*

Hypotheses of the study

1. The following research hypotheses have been formulated for verification in this study.
2. There will be no significant differences between the mean scores of experimental group and control group in the pre-test.
3. There will be significant difference between the Post-test mean scores of control group and experimental group.
4. There will be significant difference between them mean scores of the Pre-test and Post test of the control group.
5. There will be significant difference between them mean scores of the Pre-test and Post test of the experimental group.
6. There is no significant difference between the mean test score in teaching English through online and offline mode among CBSE and ICSE teachers of experimental group compared to that of the control group in terms of age.
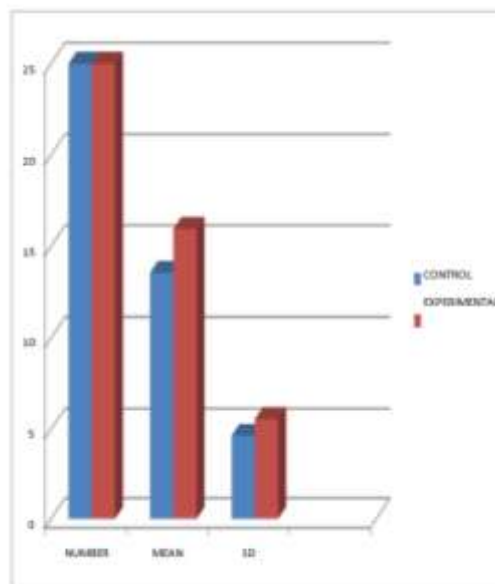
Hypothesis 1

There will be significant difference between the mean scores of experimental group and control group in the pre-test.

Table 1: Control Vs Experimental (Pre–Test)

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.56	4.64	1.59	Not Significant
Experimental	25	15.96	5.57		

From the above table 1 it is inferred that the calculated value is 1.59 is less than the table value 1.96. Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

**Figure 1 Shows Control Vs Experimental (Pre –Test)**

Hypothesis 2

There will be no significant difference between the post-test mean scores of control group and experimental group.

Table 2 Control Vs Experimental (Post–Test)

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.92	4.69	3.50	Significant
Experimental	25	19.56	6.64		

From the above table 2 it is inferred that the calculated value is 3.50is greater than the table value 1.96.Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

Figure 2 Shows Control Vs Experimental (Post–Test)
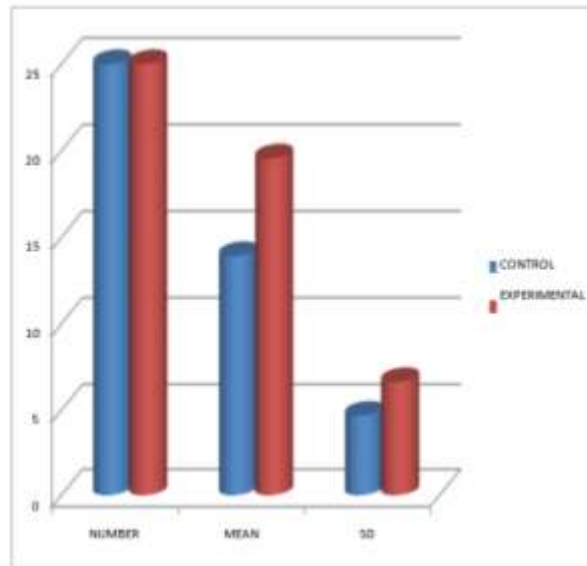
Hypothesis 3

There will be significant difference between the means cores of the Pre-test and Posttest of the control group.

Table 3 Pre– Test Vs Post– Test (Control)

Group	Number	Mean	SD	't' Value	Level of Significance
Pre-Test	25	13.56	4.64	1.12	Not Significant
Post-Test	25	13.92	4.69		

From the above table 3 it is inferred that the calculated value is 1.12 is less than the table value1.96. Based on the analysis of the data concern edit is evident that the null hypothesis is rejected and research hypothesis is accepted.

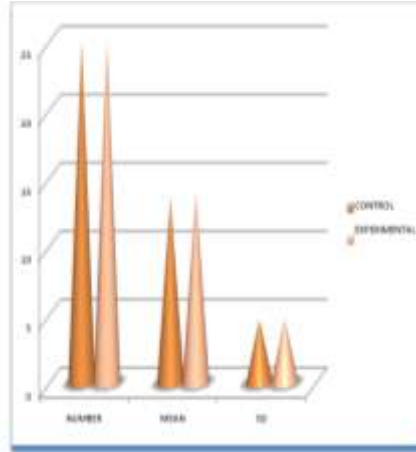**Figure 3 Pre-Test Vs Post Test (Control)**

Hypothesis 4

There will be significant difference between the mean scores of the Pre-test and Post test of the experimental group.

Table 4 Pre–Test Vs Post–Test (Experimental)

Group	Number	Mean	SD	't' Value	Level of Significance
Pre-Test	25	15.96	5.57	6.02	Significant
Post-Test	25	19.56	6.64		

From the above table 4 it is inferred that the calculated value is 6.02 is less than the table value 1.96. Based on the analysis of the data concern edit is evident that the null hypothesis is rejected and research hypothesis is accepted

Figure 4 Pre-Test Vs Post Test (Experimental)
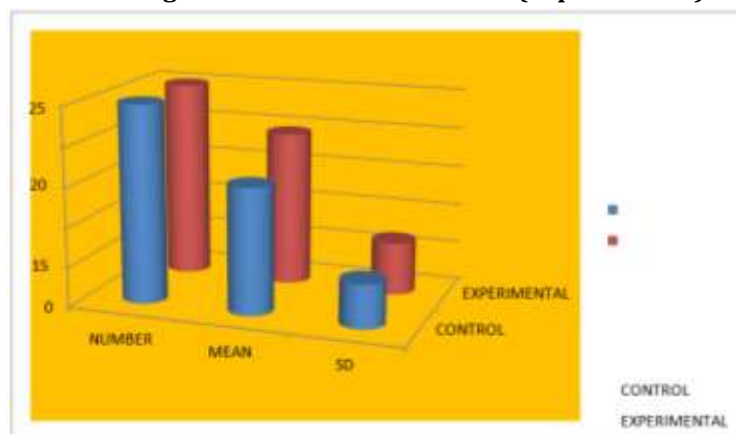
Educational Implications

Majority of the teachers said that they are attending special training courses in teaching of English Language. Majority of the teachers expressed that they have sufficient classes allotted for teaching English per week Majority of the teachers expressed that speaking skills are benefit to the students.

Sharma, A.K. (1985) studied on "Aspects of English Language Teaching in India". The main object of the study was to unravel the multidimensional problems, ciolinguistic implications, technical requirements and situational needs of English language teaching (ELT) in India. The study was kept within the confines of theoretical and practical aspects of the process of ELT. Various aspects, viz,

language learning and language teaching, the case of English in India, the objectives of teaching English as a foreign language and second /third language, teaching language learning skills, methods and techniques, curriculum planning and course design, ideas and resources for English

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PERCEPTION AND ATTITUDINAL DISPOSITION OF SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVENESS IN CLASSROOM

[1]S.Malathi

[2]Dr. M. Arockia Pricilla

Abstract

This study investigates teachers' perception and attitudinal disposition of schools teachers toward inclusiveness in the classroom. The investigator used a random sampling technique for collected 200 samples from Higher Secondary School teachers in Madurai Districts. The investigator plan to undertake the survey method as a technique for the study. The investigator prepared a questionnaire that had 25 items on 3 point scale. The result revealed that i) There is no significant difference between the perception and attitudinal disposition of secondary school teachers towards inclusiveness in the classroom in terms of gender, ii)There is no significant difference between perception and attitudinal disposition of secondary school teachers towards inclusiveness in a classroom in terms of the locality of the teachers iii) There is no significant difference between perception and attitudinal disposition of secondary school teachers towards inclusiveness in the classroom in terms of location of the school.

Introduction

"Education is the passage to program.

Education is a mechanism that brings about positive changes in the lives and actions of people. It is a method of acquiring knowledge by learning or transmitting it through instructions or other practical processes.

The educational system is correlated with the most critical factors influencing teaching quality. Many factors influence the efficacy of teaching, but only three variables were addressed by researchers: teacher excitement, teacher control locus, and organizational environment.

"Teaching in the classroom depends upon how the teacher performs his duty of teaching. A sincere and hard-working teacher always comes out victorious. The teacher is the top academic and professional person in the educational pyramid under whose charge the destiny of our children. He is the real architect of a nation. Therefore, his performance is a crucial factor in the field of education.

Need and Importance of the Study

Inclusion is about reducing discrimination based on gender, class, disability economic background. It is about consciously putting into action values based on financial knowledge. It is about consciously putting into action values based on equity, entitlement, community, participation, and respect for diversity. It is concerned with the reduction of inequality, both economic and social, both in starting position and in opportunities. Inclusive education looks upon the child and describes the process by which a school attempts to respond.

Objectives of the Study

1. To determine the significant difference in perception and attitudinal disposition of secondary school teachers towards inclusiveness in the classroom regarding gender.
2. To find out the significant difference in perception and attitudinal disposition of secondary school teachers towards inclusiveness in a classroom in terms of the locality of the teachers.
3. To find out the significant difference in perception and attitudinal disposition of secondary school teachers towards inclusiveness in the classroom in terms of the location of the school.

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[2] *Principal, Mangayarkarasi College of Education, Madurai*

Hypotheses of the Study

1. There is no significant difference in the perception and attitudinal disposition of secondary school teachers toward inclusiveness in a classroom regarding gender.
2. There is no significant difference in the perception and attitudinal disposition of secondary school teachers towards inclusiveness in a classroom in terms of the locality of the teachers.
3. There is no significant difference in the perception and attitudinal disposition of secondary school teachers towards inclusiveness in a classroom in terms of the location of the school.

Hypothesis 1

There is no significant difference in the perception and attitudinal disposition of Secondary school teachers towards inclusiveness in a classroom regarding gender.
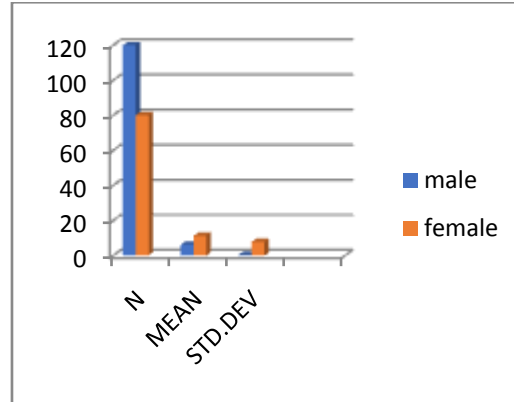
Table 1 Mean, S.D and 't' Value for the Significant Difference on Perception and Attitudinal Disposition of Secondary School Teachers towards Inclusiveness in Classroom in Terms of Gender

Gender	N	Mean	Standard Deviation	Calculated 't' Value	Table Value at 0.5% Level	Remarks
Male	88	11.19	1.53	0.16	1.96	Not significant
Female	112	6.23	1.46			

It is evident from table no 1 that the obtained 't' value is 0.16, which is lower than the table value of 1.96 at the 0.05 levels of significance. This shows no significant difference between male and female teachers regarding inclusiveness in the classroom.

Hence a hypothesis is accepted.

Figure 1 The Graph Shows There is no Significant Difference on Perception and Attitudinal Disposition of Secondary School Teachers Towards Inclusiveness in Classroom in Terms of Gender

Hypothesis 2

There is no significant difference in the perception and attitudinal disposition of Secondary school teachers toward inclusiveness in the classroom in terms of the locality of the teachers.

Table 2 Mean, S.D and 't' Value for the Significant Difference on Perception and Attitudinal Disposition of Secondary School Teachers Towards Inclusiveness in Classroom in Terms of Locality of the Teachers

Locality	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	125	6.37	0.667	0.23	1.96	Not significant
Urban	75	11.54	1.869			

It is evident from table no 2 that the obtained 't' value is 0.23, which is lower than the table value of 1.96 at the 0.05 levels of significance. This shows that there is no significant difference between inclusiveness in the classroom in terms of the locality of the teachers.
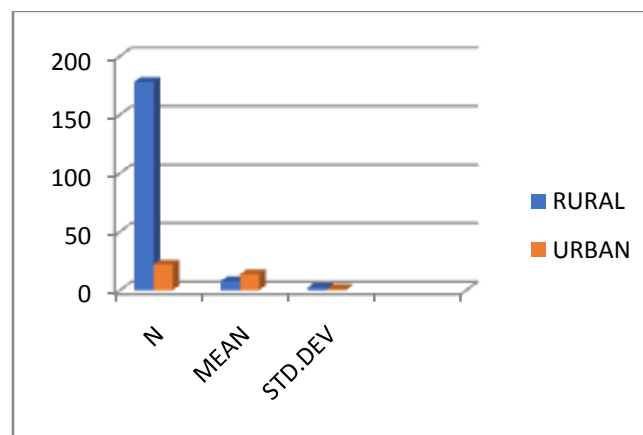**Hence hypothesis is accepted.**

Table 3 Mean, S.D and 't' Value for the Significant Difference on Perception and Attitudinal Disposition of Secondary School Teachers Towards Inclusiveness in Classroom in Terms of Location of the School

School location	N	Mean	Standard deviation	Calculated 't' value	Table value at 0.5% level	Remarks
Rural	135	6.703	1.126	0.096	1.96	Not significant
Urban	65	11.96	1.93			

It is evident from table no 3 that the obtained 't' value is 0.096, which is lower than the table value of 1.96 at the 0.05 levels of significance. This shows no significant difference between inclusive classrooms in terms of the school's location.
Hence hypothesis is accepted.

Figure 3 The Graph Shows there is No Significant Difference in Attitude on Perception and Attitudinal Disposition of Secondary School Teachers Toward Inclusiveness in Classroom in Terms of Location

Hypotheses Verification
1. There is no significant difference in the perception and attitudinal disposition of Secondary school teachers towards inclusiveness in a classroom regarding gender.
2. There is no significant difference in the perception and attitudinal disposition of Secondary school teachers towards inclusiveness in the classroom in terms of the locality of the teachers.
3. There is no significant difference in the perception and attitudinal disposition of   Secondary school teachers toward inclusiveness in a classroom regarding the school's location.

Educational Implications
1. Though the study had time and space limitations, it gave us some exciting and valuable findings. The results obtained have specific implications for practical values. In the education field, these findings also have particular consequences for parents, students, teachers, education planners, and other school personnel to enable them to utilize the experience and knowledge of the researcher. The findings of the present study have the following educational implicates.
2. An individual with a high level of inspiration believes an activity is valuable and enjoyable. An optimum Level of Aspiration helps teachers to be more effective. The present study found that mean

Classroom Performance scores of male and female rural and urban teachers with high and low levels of Aspiration differ significantly. Teachers with high Levels of Aspiration performed better than their counterparts. Teachers should be motivated to enhance their Level of Aspiration as it predicts motivation for their Classroom Performance. Counselling should be provided to those with low levels of Aspiration to help them to improve their Level of Aspiration so that they may able to achieve their goals.

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DECISION MAKING BEHAVIOUR OF COLLEGE STUDENTS

[1]Dr. A.R. Anandha Krishnaveni
[2]J. Surya

Abstract

The present study's focus was to ascertain the influence of the decision-making behavior of college students. A descriptive survey method was used to conduct the study. The sample comprises 300college students from ten colleges in Srivilliputhur Taluk through simple random sampling. The collected data is analyzed statistically in SPSS software. The level of college students in decision-making is moderate in the Virudhunagar district. The findings reveal a significant difference between male and female college students in their decision-making behavior.

Introduction

Redden (1956) defines, "Education is the deliberate and systematic influence, exerted by mature person, upon the immature through gudience, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educand with this creator as the end." Education means the modification of behavior. "Education is an active process, which transforms a person's behaviour from instructive behavior to human behavior." Education involves both learning and teaching. Sometimes people learn by teaching themselves. Parents are a child's first and perhaps most important teachers. They teach their children attitudes, habits, and values that help to shape their character and remain with them throughout life.

Significance of the Study

Our decision is final is an expression we hear a lot. And the truth is we have to make decisions and stick with them to move forward. But it is of utmost importance to look at each question associated with the decision we are about to make and determine categorically whether it is the right one. Coming up with the correct answer can be challenging, even uncomfortable, but it is essential. What does it looklike? What does it feel like? This will help us to make decisions in alignment with our dreams. We should stop and examine our choices, evaluating them to determine whether they fit with our chosen path. Hence the researcher wants to know the decision-making style of college and school students. Thus the conduct of the current study.

Objectives of the Study

1. To find out the level of decision-making behavior of college students.
2. To determine whether there is any significant difference in the decision-making behavior of college students concerning the subject.

Hypothesis

1. There is no significant difference in the decision-making behavior of college students concerning the subject.
2. There is no significant difference in the decision-making behavior of college students with respect to medium.

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  Virudhunagar District, Tamil Nadu
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Methodology

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

Population for the study

The population of the present study is the college 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 300college students from 10 colleges in Virudhunagar district.

Tool

- Decision making behaviour Scale was prepared and validated by the investigator and the guide.

Statistical Techniques

Percentage Analysis, mean, standard deviation and 't' test.

Analysis of Data

Objective:1

To find out the level of decision making behaviour of college students.

Table 1 Level of Decision Making Behaviour of College Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
82	27.3	133	44.3	85	28.3

It is inferred from the above table that, 27.3% of college students have low, 44.3% of them have moderate and 28.3% of them have high level of Decision making behaviour

Null hypothesis: 1

There is no significant difference between arts and science college students in their decision making behaviour.

Table 1 Difference Between Arts And Science College Students In Their Decision Making Behaviour

Locality of college	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Arts	135	81.13	8.57	2.841	S
Science	165	78.27	8.749		

It is inferred from the above table that calculated 't' value (2.841) 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 a significant difference between arts and science college students in their decision making behaviour.

Null Hypothesis: 2

There is no significant difference between Tamil and English medium college students' decision-making behaviour.

Table 2 Difference Between Tamil And English Medium College Students In Their Decision Making Behaviour

Medium	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Tamil	174	78.21	8.460	3.171	S
English	126	81.41	8.891		

It is inferred from the above table that calculated 't' value (3.171) 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 a significant difference between Tamil and English medium college students in their decision-making behaviour. English medium students are better than Tamil medium students in their decision-making behaviour.

Major Findings
1. The level of decision making behaviour of higher college students is moderate.
2. There is a significant difference among arts and science college students in their decision-making behaviour.
3. There is significant difference between Tamil and English medium college students in their decision making behaviour.

Interpretation
1. The 't'-test result shows a significant difference between arts and science college students in their decision-making. While comparing the mean value of arts and science subjects, the mean value of arts subject students is better than the other science subject. This is due to the fact that art students have more liberty, democracy, easy taking and freedom.
2. The 't'-test result demonstrates that there is significant difference between Tamil and English medium college students in their decision-making behaviour. English medium students are better than Tamil medium students in their decision-making behaviour. This is maybe due to the fact that English medium students have boldness, more confidence, commanding power and leadership quality.

Recommendations
1. Co-curricular and extracurricular activities should be encouraged to promote awareness of Decision Making Behaviour.
2. Teachers should provide opportunities for students to become aware of Decision Making Behaviour.

Suggestions for the study
1. A replica of the present study may be conducted with the other districts
2. A replica of the study may be shown with other variables
3. A replica of the survey may be shown with the other systems like all types of school.

Conclusion
If successful implementation depends on the understanding and acceptance of others, it is advantageous to involve them in the decision early on and use Team Behaviour, even if you believe you already know the best decision. Otherwise, you might save time during the decision-making process but will pay the price during implementation. The more others are affected by the decision, the more they should be involved. A good consensus process, where team members set their egos and personal needs aside and focus on the mission, will result in a higher-quality decision. And as a result of the process, team members will develop a deeper understanding of the issues and outstanding commitment to the conclusion, ensuring smoother and faster implementation.

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CRITICAL THINKING OF SCHOOL TEACHERS IN RELATION TO THEIR SELF ESTEEM

[1]Dr. M. Nithya Kalyani
[2]M. Rajathi

Abstract

The focus of present study was to ascertain the influence of critical thinking of school teachers in relation to their self esteem. The sample comprises of 300 school teachers acquired from 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 critical thinking and self esteem of school teachers.

Keywords: *Critical thinking, self esteem, acquired, significant, reveal, SPSS software.*

Introduction

"A man without education is like a marble in a quarry which does not show its inherent beauty till the skills of a polisher fetches out all the beauty". From the above quote it is evidently true that education helps man to make a deliberate and conscious effort to live comfortably and happily in his physical and social environment provided when he / she is helped by a trained teacher. John Dewey regards education as the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities.

In this fast changing scenario of education, the child is constantly facing the pressure of knowledge explosion, fast paced technology, pressure from peers, parental demands, and stiff competition. This was not so few years ago. Today the child has to handle many tasks. He can cope with the pressure of multi tasking provided the parents at home and the teachers in the school are caring and understanding. The role of teacher as a dispenser of knowledge only does not seem to be relevant today. It is more important for him to initiate his students into the art of learning by helping them acquire the right mental attitudes and learning habits. Thus, the teacher's authoritative delivery of knowledge has to be supplemented by his spending more time in diagnosing the learner's needs, motivating and encouraging them and checking the knowledge acquired. The progress and prosperity of a country depends upon the quality education provided to its citizens. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement.

Significance of the Study

Changing the existing conditions over night would be an intangible goal for any educational reform. So one of the changes that can be brought in is the approach of the teacher to the learning process itself where the learners would not feel handicapped in the process of learning. Hence this study is designed to address the problems in Indian ESL classrooms to suggest practical solutions which can be implemented in the classrooms. This study aims at developing the cognitive abilities of learners which would result. Everyone in the world is motivated by a need for Self-esteem, and satisfying that need, is critical to our entire outlook on life. In Psychology Self-esteem, includes a person's subjective appraisal of himself or herself, as intrinsically positive, or negative to some degree.

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A person with a high Self-esteem perceives himself/herself as better, more capable, and of greater worth, than does someone with low Self-esteem and they may score high marks in their academics. As a result, someone with generally high Self-esteem can interpret a success in a variety of ways, but someone with low Self-esteem, tends to over generalize the implications of a failure (Brown and Dutton, 1995). Hence the investigator wants to know the extent of Self-esteem level possessed by higher secondary students and what extend the self esteem influence on their learning. Hence, the need for the present study.

Objectives
1. To find out the level of critical thinking of school teachers.
2. To find out the level of self esteem of school teachers.
3. To find out the relationship critical thinking and self esteem of school teachers.

Hypothesis
1. The level of critical thinking and self esteem of School teaches is average .
2. There is no significant difference between nuclear and joint family school teachers in their critical thinking.
3. There is no significant difference between nuclear and joint family school teachers in their self esteem.

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 school teachers of 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 300school teachers from schools in Virudhunagar district of Tamilnadu.

Tool
- Critical thinking and self esteem of school teachersscales prepared and validated by investigator and the guide.

Statistical Techniques
Percentage Analyse, Mean, Standard Deviation, and 't' test.

Analysis of Data
Objective:1
To find out the level of critical thinking of school teachers.

Table 1 Level Of Critical Thinking of School Teachers

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 school teachers have low, 49.0% of them have moderate and 25.7% of them have high level of study skill of school teachers.

Objective:2
To find out the level of self esteem of school teachers.

Table 2 Level of Self Esteem of School Teachers

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 school teachers have low, 27.3% of them have moderate and 27.7% of them have high level of self esteem of school teachers.

Hypothesis: 1

There is no significant difference between nuclear and joint family school teacher in their critical thinking.

Table 1 Difference between Nuclear and Joint Family School Teacher in their Critical Thinking

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	185	118.09	11.96	4.646	S
Joint	115	125.59	15.87		

It is inferred from the above table that calculated 't' value (4.646) 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 nuclear and joint family school teacher in their critical thinking.

Hypothesis: 2

There is no significant difference between nuclear and joint family school teacher in their self esteem.

Table 2 Difference Between Nuclear and Joint Family School Teacher in their Self Esteem

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	185	84.962	7.3065	2.477	S
Joint	115	87.035	6.6027		

It is inferred from the above table that calculated 't' value (2.477) 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 nuclear and joint family school teacher in their self esteem

Major Findings
1. The majority of the school teachers belong to the moderate level of critical thinking.
2. The majority of the school teachers belong to the low level of self esteem.
3. There is significant difference between nuclear and joint family school teachers in their critical thinking.
4. There is significant difference between nuclear and joint family school teachers in their self esteem.

Interpretation
1. The finding of current study found that there is significant difference between nuclear and joint family school teacher in their critical thinking. Joint family students (125.59) are better than nuclear (118.09) family students in their critical thinking. Joint family students got opportunity to develop more critical thinking with their family member.
2. There is significant difference between nuclear and joint family school teacher in their self esteem Joint family (87.035) are better than nuclear students (84.96) in their self esteem nuclear family is a family that includes two married parents and their children, everyone living under one roof. There

can be any number of children in a nuclear family. A nuclear family is a family that consists of various generations grandparents, parents, and children. There can be cousins, uncles, and aunts too. Joint family provides a higher bond of action unity and emotional stability. Every member has a concern towards an individual. A nuclear family has a prospective of mutual love and respect for each other. It shares parental love and sibling connection.

Educational Implication

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 critical thinking 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 critical thinking (study habits and study attitudes) and self esteem. This type of training programmes should be carried out by teachers who are efficient and firmly believe in the potential that each student possesses. This will ensure that the entire information is disseminated in such a way that the pupils become oriented towards the enhancement process.

Suggestions for the Further Research

1. The following suggestions were presented for further research The same study can be undertaken in other provinces of Virdhunagar district with a large sample and extending some more socio-psychological variables.
2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting self esteem of secondary students by adopting hierarchical linear modeling approach for identification of significant predictors at national level; province level and sub province level.
3. Similar study can be undertaken on different levels of school education as well as higher education also. The study can be extended by undertaken the teacher related, school related and home related variables which will be influencing the Self esteem of students.

Conclusion

In the present study, it is found that there is significant difference between male and female school teacher in their critical thinking. Female are better than male school teachers in their critical thinking. There is significant difference between rural and urban school teacher in their critical thinking. Urban students are better than rural students in their critical thinking and also found that there is significant difference between nuclear and joint family school teacher in their critical thinking. Joint family students are better than nuclear family students in their critical thinking.

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ATTITUDE TOWARDS E-LEARNING AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of attitude towards learning among secondary school students Descriptive survey method was used to conduct the study. The sample comprises of 300secondary 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 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-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 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 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.

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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.

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- 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- 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, locality and nature of school.

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.

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 300secondary 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 Analysis, Mean, standard Deviation, and 't' test.

Analysis of data
Null Hypothesis: 1
There is no significant difference between male and female secondary school students in their attitude towards e-learning.

Table 1 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-learning

Table 2 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 3 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 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 revels 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 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 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 learning. It provides learner with the opportunity to enjoy the students.

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