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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 YOGA AMONG HIGHER SECONDARY STUDENTS

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Abstract

The present study aimed to examine the level of attitude towards yoga among higher secondary students. A survey method was adopted for the study, and data were collected from a sample of 300 higher secondary students selected randomly from nine schools in Srivilliputtur Taluk. A structured questionnaire was developed based on the objectives of the study, and the Attitude Towards Yoga Scale (2025), standardized by the investigators, was used to measure students' attitudes towards yoga. The collected data were analyzed using statistical techniques such as percentage analysis, mean, standard deviation, and t-test. The findings revealed that a majority of higher secondary students (61.0%) had a moderate level of attitude towards yoga, while 19.7% showed a high level and 19.3% exhibited a low level of attitude. Gender-wise analysis indicated that both male (59.9%) and female (62.5%) students predominantly had a moderate level of attitude towards yoga. A slightly higher percentage of male students (20.9%) demonstrated a high level of attitude compared to female students (18.0%), while the proportion of students with a low level of attitude was nearly similar for males (19.2%) and females (19.5%). The study further revealed a significant difference in the attitude towards yoga among higher secondary students with respect to gender.

Introduction

Education aims at the holistic development of an individual, encompassing physical, mental, emotional, and social well-being. In the present fast-paced and competitive world, students, particularly at the higher secondary level, experience significant academic pressure, emotional stress, and lifestyle changes. This stage of adolescence is crucial, as it shapes their personality, habits, and future outlook. Therefore, there is a growing need to incorporate practices that promote overall well-being, and yoga has emerged as an effective means to achieve this balance.

Yoga is an ancient practice that originated in India and focuses on the integration of body, mind, and spirit. It includes physical postures (asanas), breathing techniques (pranayama), and meditation practices that help improve flexibility, concentration, emotional stability, and mental clarity. Regular practice of yoga has been found to reduce stress, enhance self-discipline, and promote a healthy lifestyle among students. In recent years, educational institutions have increasingly recognized the importance of yoga and have introduced it as part of the school curriculum.

Attitude plays a vital role in determining an individual's willingness to engage in any activity. The attitude of students towards yoga influences their participation, interest, and the benefits they derive from it. A positive attitude encourages regular practice and helps students experience its full advantages, whereas a negative or indifferent attitude may limit its effectiveness. Therefore, it becomes essential to study the attitudes of higher secondary students towards yoga. Higher secondary students are at a transitional stage, dealing with academic responsibilities, career decisions, and personal challenges. Yoga can serve as a powerful tool to help them cope with these demands by improving their physical health, reducing anxiety, and enhancing concentration

and emotional control. However, their perception and acceptance of yoga may vary based on factors such as gender, locality, type of school, and exposure to yoga practices. In this context, the present study aims to examine the attitude towards yoga among higher secondary students. It seeks to understand how students perceive yoga, the extent of their interest, and the factors influencing their attitudes. The findings of the study will be useful for educators, parents, and policymakers in promoting yoga as an integral part of student development and well-being.

Objective of the Study

1. To find out the level of attitude of higher secondary students towards yoga.
2. To find out the level of attitude of higher secondary students towards yoga with reference gender.
3. To find out whether there is any significant difference in the attitude of higher secondary students towards yoga with respect to gender.

Hypotheses of the Study

1. The level of attitude of higher secondary students towards yoga.
2. The level of attitude of higher secondary students towards yoga with reference gender.
3. There is no significant difference in the attitude of higher secondary students towards yoga with respect to gender.

Methodology

The survey method was employed to collect data from higher secondary school students in Srivilliputtur Taluk. A total of nine higher secondary schools were selected using a simple random sampling technique, and 300 students were chosen as the sample for the study. Simple random sampling was used to ensure adequate representation of students from various demographic groups. The **Attitude Towards Yoga Scale (2025)**, developed and standardized by the investigators, was used to measure the students' attitudes toward yoga. The collected data were analyzed using appropriate statistical techniques, including percentage analysis, mean, standard deviation, and the *t*-test.

Analysis of the Study

1. The level of attitude of higher secondary students towards yoga

Table 1 Level of Attitude of Higher Secondary Students towards Yoga

Low		Moderate		High	
Count	%	Count	%	No.	%
58	19.3	183	61.0	59	19.7

It is inferred from the above table that 19.3% of the higher secondary students have a low level of attitude, 61.0% of them have a moderate level, and 19.7% of them have a high level of attitude towards yoga.

2. The level of attitude of higher secondary students towards yoga with reference gender.

Table 2 Level of Attitude of Higher Secondary Students towards Yoga with Reference to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	33	19.2	103	59.9	36	20.9
Female	25	19.5	80	62.5	23	18.0

It is inferred from the above table that, 19.2% of the male higher secondary students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards yoga. 19.5% of the female higher secondary students have low, 62.5% of them have moderate and 18.0% of them have high level of attitude towards yoga.

3. There is no significant difference in the attitude of higher secondary students towards yoga with respect to gender.

Table 3 Significant Difference in the Attitude of Higher Secondary Students towards Yoga with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	172	54.7384	8.79767	1.973	S
Female	128	54.6641	8.64458		

(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 (1.973) 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 significant difference in the attitude of higher secondary students towards yoga with respect to gender.

Findings of the Study

1. The majority of the higher secondary students (61.0%) exhibited a moderate level of attitude towards yoga, while 19.7% demonstrated a high level of attitude and 19.3% showed a low level of attitude towards yoga.
2. The majority of both male (59.9%) and female (62.5%) higher secondary students exhibited a moderate level of attitude towards yoga. A slightly higher percentage of male students (20.9%) demonstrated a high level of attitude compared to female students (18.0%), whereas the proportion of students with a low level of attitude was almost similar among males (19.2%) and females (19.5%).
3. There is a significant difference in the attitude of higher secondary students towards yoga with respect to gender.

Result and Discussions

The findings of the study reveal a statistically significant difference in the attitude towards yoga between male and female higher secondary students. The calculated *t*-value (1.973) was greater than the table value (1.96) at the 5% level of significance, leading to the rejection of the null hypothesis. This indicates that gender has a significant influence on students' attitudes towards yoga. Furthermore, male students obtained a slightly higher mean score (54.7384) than female students (54.6641), suggesting that male students possess a marginally more favourable attitude towards yoga.

The observed difference may be attributed to variations in students' interests, participation in physical activities, exposure to yoga programmes, or social and cultural influences. Male students may have greater opportunities or motivation to engage in yoga-related activities, which could contribute to a more positive attitude. However, the difference in the mean scores is very small, indicating that both male and female students generally have similar attitudes towards yoga. This suggests that yoga is accepted positively by students irrespective of gender, although a slight variation exists between the two groups.

Recommendations of the Study

1. Schools should incorporate regular yoga sessions into the daily or weekly timetable to enhance students' attitudes towards yoga and promote their overall physical and mental well-being.

2. Awareness programmes, seminars, workshops, and demonstrations on the benefits of yoga should be organized periodically to encourage students to develop a more positive attitude towards yoga.
3. Physical education teachers should receive regular training in yoga instruction so that they can effectively motivate and guide students in practising yoga.
4. Schools should provide equal opportunities for both male and female students to participate in yoga-related activities, ensuring an inclusive environment that encourages positive attitudes irrespective of gender.
5. Yoga competitions, camps, and celebrations such as the International Day of Yoga should be conducted regularly to increase students' interest, participation, and appreciation of yoga.
6. Future research may be undertaken with larger and more diverse samples from different districts or educational levels to validate and extend the findings of the present study.

Conclusion

The present study examined the attitude of higher secondary students towards yoga in Srivilliputtur Taluk. The findings revealed that the majority of students possessed a moderate level of attitude towards yoga, indicating a generally positive perception while highlighting the need for further efforts to strengthen their interest and engagement. A statistically significant difference in attitude was observed with respect to gender, with male students exhibiting a slightly higher mean attitude score than female students. These findings emphasize the importance of promoting yoga through well-planned educational programmes, regular practice sessions, and awareness activities in schools. Encouraging students to participate in yoga can contribute to their physical fitness, mental health, emotional balance, and holistic development. Therefore, educational institutions should make sustained efforts to foster positive attitudes towards yoga among higher secondary students and create an environment that supports the practice of yoga as an integral part of school education.

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ATTITUDE TOWARDS PROFESSIONALISM AMONG HIGH SCHOOL TEACHERS

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Abstract

The main objective of the present study was to find out the effect of professionalism of teachers of secondary schools. The study was carried out using descriptive survey method. The sample size consists of 300 teachers from the Higher Secondary school of Srivilliputhur Taluk in Madurai district which was collected by simple random sampling technique from 10 higher secondary schools. The data collected are analysed statistically using SPSS software. The level of high school teachers in their professionalism is moderate in Virudhunagar district. The findings reveal that there is significant difference between rural and urban between high school teachers in their professionalism.

Keywords: Professionalism, Achievement, Descriptive, Significant, Survey Method.

Introduction

Education is a way of gaining knowledge, skills, habits, values and attitudes. It necessarily helps people to become useful members of the society. It develops an appreciation of one's cultural heritage. Both parents and teachers help the learners to develop right attitudes, habits and values that help modify their character and remain with them throughout life. According to Concise Oxford English Dictionary (Indian Edition, (2004), the word education means the process of educating or being educated or the theory and practice of teaching. By education I mean an all-round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education, says Mahatma Gandhi. A modern society cannot survive without education. It helps people to acquire the skills they need for everyday activities. It enables one to increase their knowledge about oneself, about others as well as one's society. It helps them to acquire skills that make life more interesting and enjoyable. It assists people to adapt to change. Adjustment is crucial because social change is happening at a rapid pace and impacting more and more lives.

Significance of the Study

Education is perceived to be a universal phenomenon. It is organized and regulated in a proper manner by formal institution such as school and college. The quality of education and its contribution for the national development depends on the different factors. It is necessary to diagnose professionalism with different correlates to make the teacher goal-oriented and productive, to motivate the students and to eliminate mass scale failures. In the present study, after reviewing a number of literatures of professionalism the investigator has selected some important correlates of professionalism like attitude towards teaching and self-concept with some demographic variables like sex, the teaching experience locality and age. The study is desirable unique and important especially at high school level where Professionalism is urgently needed to make universal high education a success. The need for the improvement and enhancement of professional commitment of teacher-educators is now universally emphasized and highlighted in educational circles and forums. How to effect its

improvement to the optimum desirable degree is the formidable problem which teachers and educationists face. Therefore, the present study was conducted to find out the level of professional commitment of teacher educators and to identify the factors which are responsible for the reduction of professional commitment and dedication of teacher educators which ultimately leads to undesirable role played by teacher educators in teacher training institutions.

Objectives of the Study

1. To find out the level of high school teachers in their professionalism.
2. To find out whether there is any significant difference between male and female high school teachers in their professionalism.
3. To find out whether there is any significant difference between rural and urban high school teachers in their professionalism.
4. To find out whether there is any significant difference between married and unmarried high school teachers in their professionalism.

Hypothesis

1. There is no significant difference between male and female high school teachers in their professionalism.
2. The professionalism of rural and urban high school teachers is not significantly different.
3. The professionalism of married and unmarried high school teachers is not significantly different.

Methodology

The researcher used descriptive survey method to carry out this study.

Population for the Study

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

Sample for the Study

The researcher used simple random sampling technique in selecting the sample. The sample size for the present study is 250 high school teachers from 10 high and higher secondary schools in Virudhunagar district.

Tool

- Professionalism Scale prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of professionalism among high school teachers.

Table 1 Level of Professionalism of High School Teacher

Low		Moderate		High	
Count	%	Count	%	Count	%
120	48.0	68	27.2	62	24.8

The above table shows that 48.0% of high school teachers have low, 27.2% of them have moderate and 24.8% of them have high level of high in their teaching effectiveness.

Null Hypothesis: 1

There is no significant difference between male and female high school teachers in their professionalism.

Table 2 Difference between Male and Female High School Teachers in their Professionalism

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	109	106.404	14.7524	3.659	S
Female	141	112.908	13.0433		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.659) 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 high school teachers in their professionalism.

Null Hypothesis: 2

There is no significant difference between rural and urban high school teachers in their professionalism.

Table 3 Difference between Rural and Urban High School Teachers in their Professionalism

Locality of College	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	113	107.850	15.0998	2.273	S
Urban	137	111.905	13.1081		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.273) is greater than the table value (1.96) for df 248 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 teachers in their professionalism.

Null Hypothesis: 3

The professionalism of married and unmarried high school teachers is not significantly different.

Table 4 Difference between Married and Unmarried High School Teachers in their Professionalism

Marital Status	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Married	158	112.095	13.2813	3.008	S
Unmarried	92	106.598	14.9989		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.008) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between married and unmarried high school teachers in their professionalism.

Major Findings

1. The professionalism of high school teachers students is moderate.
2. High school teachers are moderately professional.

3. There is significant difference among government, aided and private high school teachers in their professionalism.

Interpretation

1. The finding shows that there is a significant difference between male and female high school teachers in terms of professionalism. While comparing the mean value of female (112.90) are higher than male teacher (106.40) in their professionalism. This could be due to the fact that female teacher is patient, perseverant, has will power and is goal oriented than male teacher.
2. The present study shows that there is significant difference between rural and urban high school teachers in their professionalism. While comparing mean value of Urban teachers better than rural teacher in their professionalism. This could be due to the fact that the urban teacher has more opportunity, more facilities and resources than the rural teachers.
3. The 't' test result reveals that There is significant difference between married and unmarried high school teachers in their professionalism. While comparing mean value of married teachers (112.09) better than unmarried teachers (106.59) in their professionalism. This could be due to the fact that married teachers have more experience, commitment, responsibilities than unmarried teacher.

Educational Implications

The results of the study have many important educational implications that can be helpful to teachers, teacher educators, psychologists, educational planners, policy makers and schools after all its boundaries. To say that the whole educational process was centered around the teacher is an understatement. Teacher plays an inevitable role not as a mere transmitter of knowledge and culture but as a change agent also. It is the responsibility of the teacher to guide and inspire students, to inculcate values in consonance with our cultural heritage and our social objectives. The results of the study indicate that traditional indicators of teacher quality do not predict classroom effectiveness. The educational expert may want to restructure the knowledge that teachers need to be effective, not for qualifications that are unrelated to their effectiveness. The compensation system may not be sufficiently rewarding for the more effective teachers to perform at their best. It is also recommended that teachers should have access to technology anywhere, anytime and from any place.

Suggestions of the Study

1. The same study can be conducted in other state rather than Viurdhunagar and Tamil Nadu state.
2. This study was limited to high school teachers.
3. The study could be extended to teachers of other educational levels- senior secondary, secondary and higher education.

Conclusion

By way of inference, teachers of high schools of virdhunagar a have been found to be average in their classroom. Comparisons of results on some demographic variables revealed significant differences between the means of more experienced and less experienced teachers in high schools. It may be due to the availability of better living conditions, infrastructural and instructional facilities in their urban areas, and also because of the policy of the state government that every teacher has to serve the first five years in rural areas in Vurdhunagar, Tamil Nadu. It is also observed that on the demographic variable i.e. sex, teachers working in high schools differ significantly in their means on professionalism. It may also be true that this relationship also holds good in its inverse proportion.

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CRITICAL THINKING AND ACADEMIC ACHIEVEMENT IN MATHEMATICS OF HIGHER SECONDARY STUDENTS

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Abstract

The focus of present study was to ascertain the influence of Critical thinking of higher secondary students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The data collected is analyzed statistically using SPSS software. The level of higher secondary students in their critical thinking is moderate in Virudhunagar district. The findings reveal that there is significant relation between Critical thinking and academic achievement in Mathematics of higher secondary students.

Keywords: *Critical Thinking, Achievement, Descriptive, Significant, Survey Method.*

Introduction

The term “Education” emphasizes classroom education and over all development of body and behaviour. The real teacher is the one who must work to bring out the best in the child body, mind and spirit. The end of all knowledge should be the building up of character and personality. The education not only prepares the child for higher education, but also shapes him in to a useful citizen to the society. Education is the tool with which we have to evolve and diversity in to various professions and vocations.

Today’s children are citizens of tomorrow. It helps to become aware of oneself and our environment and also imbibe the ethical, moral, cultural, social and spiritual values. Education is the process by which human kind is bringing to fruition its own inner nature; other virtues which should be inculcated in the young generation are: Truth, Charity, Righteousness, Honesty, Sacrifice, Tolerance, Punctuality, Loyalty and Faithfulness. Mahatma Gandhi emphatically stresses about “Truth is the ultimate aim of education” (Aggarwal, 1985, P-5). Education in a narrow sense is the modification of behaviour of children in a controlled environment. To influence the behaviour. The developmental stages of children and characteristics are very essential factors which the teacher must know in order to be a successful teacher.

Significance of the Study

Mathematics anxiety is a feeling of tension and anxiety that interfere with the manipulation of number and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Mathematics anxiety can cause one to forget and lose one’s self-confidence. Three practices that are a regular part of the traditional Mathematics classroom and cause great anxiety in many students are imposed authority, public exposure and time deadlines. Mathematics anxiety is very real and occurs among thousands of people. Much of this anxiety happens in the classroom due to the lack of consideration of different learning styles of students. The needs of society today call for a greater need for Mathematics. Many external factors which affect the achievement of students, family acceptance is the important factors which affect achievement of the students.

In the academic setting, many studies have shown that there is a positive and significant correlation between self-efficacy, anxiety, and stressed with academic achievement. Critical thinking is a feeling of tension and phobia that interfere with the manipulation of number and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Critical thinking can cause a person to forget and lose his/her self-confidence. Much of this Phobia happens in the classroom due to the lack of consideration of different learning styles of students. The needs of society today are greater need for Mathematics. Mathematics must be looked upon in a positive light to reduce Critical thinking. Mathematics is a subject very abstract in nature and the performance will be affected by his /her self- efficacy. Keeping the above mind set, yet there is no such study regarding critical thinking effect on academic achievement in Mathematics. Based on the above background the investigator had undertaken a study on the secondary school students' academic achievement in Mathematics in relation to their critical thinking, and academic achievement in Mathematics.

Objectives of the Study

1. To find out the level of Critical thinking of higher secondary students.
2. To find out the level of academic achievement in Mathematics of higher secondary students.

Hypothesis

1. The difference between the Critical thinking of the first group and second group higher secondary students is not significant.
2. There is no significant difference among government, aided and private higher secondary students in their Critical thinking.
3. There is no significant difference among government, aided and private higher secondary students in their academic achievement in Mathematics.

Methodology

The researcher used descriptive survey method in this study.

Population for the Study

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

Sample for the Study

Simple random sampling technique was used in the selection of the sample. The present study is conducted on 300 higher secondary students of 10 higher secondary schools in Virudhunagar district.

Tool

- Critical thinking Scale prepared and validated by investigator and the guide.
- The academic achievement in Mathematics refers to the scores achieved in Mathematics by the higher secondary school students in Mathematics in the quarterly examination.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of Critical thinking of higher secondary students.

Table 1 Level of Critical thinking of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
71	27.3	196	65.3	33	11.0

The above table shows that, 27.3% of higher secondary students have low, 65.3% of them have moderate and 11.0% of them have high level of Critical thinking.

Objective: 2

To find out the level of academic achievement in Mathematics of higher secondary students.

Table 2 Level of Academic Achievement in Mathematics of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
35	11.7	195	65.0	70	23.3

The above table shows that, 11.7% of higher secondary students have low, 65.0% of them have moderate and 23.3% of them have high level of Academic achievement in Mathematics.

Null Hypothesis: 1

There is no significant difference among government, aided and private higher secondary students in their Critical thinking.

Table 3 Difference among Government, Aided and Private Higher Secondary Students in their Critical thinking

Variables	Sources	Sum of Square	Degrees of Freedom	Mean Square	Calculate 'F' Value	Remarks at 5% Level
Critical thinking	Between	3424.942	2	1712.471	13.914	S
	Within	36552.428	297	123.072		
	Total	39977.370	299			

It is inferred from the above table that calculated 'F' value (13.914) is greater than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference among government, government aided and private school students in their Critical thinking.

Null Hypothesis: 2

There is no significant difference among government, aided and private higher secondary students in their academic achievement in Mathematics.

Table 4 Difference among Government, Aided and Private Higher Secondary Students in their Academic Achievement in Mathematics

Variables	Sources	Sum of Square	Degrees of Freedom	Mean Square	Calculate 'F' Value	Remarks at 5% Level
Achievement in Mathematics	Between	31.618	2	15.809	0.115	NS
	Within	40696.179	297	137.024		
	Total	40727.797	299			

It is inferred from the above table that calculates 'F' value (0.115) is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among government, government aided and private school students in their academic achievement in Mathematics.

Major Findings

1. The level of Critical thinking of higher secondary students is moderate.
2. The level of academic achievement in Mathematics of higher secondary students is moderate.
3. There is significant difference among government, aided and private higher secondary students in their Critical thinking.
4. There is no significant difference among government, aided and private higher secondary students in their academic achievement in Mathematics.

Interpretation

The present study reveals that there is significant difference between the government, aided and private higher secondary students in their Critical thinking. While comparing the mean value of type of school, the mean value of Aided school students is better than the other type of school students in their Critical thinking. This may be because one of the common reasons why students are Scared of Mathematics and why they fail in the subject is due to the peer pressure which they are unable to cope with. They have self-doubt on their abilities and are unable to cope with the pressure of performance at school and other levels.

Recommendations

1. The teacher can give more attention to the students and care for individual differences of the students.
2. Teacher should care more and motivate the students to involve themselves learning Mathematics.

Suggestions of the Study

1. Replication of the current study in other districts of Tamil Nādu.
2. Replica of the present study with other variables
3. Replica of the present study of attitude in diploma teachers' trainees, nursing, engineers.

Conclusion

The present investigation is aimed measure the higher secondary academic achievement in Mathematics in related to Critical thinking and academic achievement in Mathematics. The study finding shows that the level of Critical thinking and academic achievement in Mathematics is average. The research recommends the following recommendations: it is recommended to increase academic achievement in Mathematics by using the recommendations suggested by the research.

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CORRELATION BETWEEN HOME ENVIRONMENT AND LEARNING IN ENGLISH OF HIGH SCHOOL STUDENTS

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Abstract

The present study is entitled as “Correlation between Home Environment and Learning in English of High school Students”. The home environment consists of a combination of behaviors, feelings, and expectations that are unique to a particular Correlation between family members. Physics subject play a vital part in the branch of science courses. It is the emerging constituent of any science based professional courses like Agriculture, Medicine and Engineering etc., and there are many factors that greatly influence the knowledge about Physics among High school Students like science attitude, science interest, science motivation, achievement motivation, school environment, problem solving ability, pedagogical factors and technological factors etc., In this connection, the purpose of the present study was to find out the Correlation between Home Environment and Learning in English of High school Students. The research type was a survey method, which consists of purposive sampling of 300 high school 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 high school students have moderate level of Home Environment and Learning in English.

Keywords: Home Environment, Learning in English and High school Students.

Introduction

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him/her with a ready-made system of signs. It puts a set of responsibilities on him. Two environments namely, home and school environments, share an influential space in child's life. The social-biological unit that has the most influence on the development and perpetuation of the individual's behavior is the family. Previous researchers have considered two dimensions of parental behavior to be important: nurturance-affection and achievement expectations, demands and standards, as reported by the psychological atmosphere of a home can fall into any of the four quadrants. The High school Stage of Education, being a feeder stage to most of the professional courses in the country has got its own significance. Also, this stage is the terminal stage of school education before higher education. Keeping in view the importance of this stage, the Education Commission (1964-66) recommended a uniform pattern of school education in all the states and union territories (the 10+2+3 pattern). Presently this structure of 10+2 is being followed in all the states and Union Territories of India.

Need and Significance of the Study

The study is important because it will help to determine the need for the study and its significance. The home environment consists of a combination of behaviors, feelings, and expectations that are unique to a particular Correlation between family members. The Correlation involves the full extent of a development of family members. Among the many different Correlations people form over the course of the life span, the

Correlation between parent and child is among the most important. The age, experience and self-confidence of the family member, the stability of the parents' marriage, socioeconomic environment and the individual characteristics of the child relative to the parent influence the quality of the Correlation between family members. The development of the mind alone, without or with very little Moral and Spiritual development, has worked against human progress towards Love, Sympathy and Brotherhood. Love and sympathy are not aroused where man's emotions and impulses are not refined. When fear of God has no place in man's heart, his knowledge and especially the knowledge of science becomes dangerous for the safety of humanity. home environment plays a vital role in it. This study will definitely throw more light on college student attitude towards home environment.

Physics subject play a vital part in the branch of science courses. It is the emerging constituent of any science based professional courses like Agriculture, Medicine and Engineering etc., and there are many factors that greatly influence the knowledge about Physics among High school Students like science attitude, science interest, science motivation, achievement motivation, school environment, problem solving ability, pedagogical factors and technological factors etc., Among which the home environment is the most influential factors as per the Physics knowledge development is concerned. Hence the investigator is intended to do research on 'Correlation between Home Environment and Learning in English of High school Students'.

Objectives

1. To find out the level of home environment of high school students.
2. To find out the level of learning in English of high school students.

Hypotheses

1. There is no significant difference in home environment of high school students with respect to gender.
2. There is no significant difference in learning in English of high school students with respect to type of family.
3. There is no Correlation between Home Environment and Learning in English of high school students.

Delimitations of the Study

1. This study is limited to only high school students.
2. This study is confined only to Virudhunagar district in Tamilnadu.

Sample for the Study

According to John W. Best and James V. Kahn (1980), A sample is a small portion of a population that is selected for observation and analysis (A sample is a small proportion of a population selected for observation and analysis.). In the present study, the investigator has taken 300 high school students in Virudunagar district at random.

Tools used for Present Study

- Home environment questionnaire for high school students, which was constructed and standardized by Nisha Sangwan and Thomas (2015).
- The marks secured by the students in the half yearly examination in Physics is taken as learning in English.

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of home environment of high school students.

Table 1 The Level of Home Environment of High School Students

Level	Scores	No. of Students	Percentage
Low	55 and below	26	8.7
Moderate	Between 56 and 66	227	75.7
High	67 and above	47	15.7

From the above table (4.01), it is inferred that among high school students, 8.7% have low level, 75.7% have moderate level and 15.7% have high level of home environment.

Objective: 2

To find out the level of learning in English of high school students.

Table 2 Level of Learning in English of High School Students

Level	Scores	No. of Students	Percentage
Low	55 and below	35	14.2
Moderate	Between 56 and 66	179	71.9
High	67 and above	35	14.1

From the above table, it is inferred that among high school students 14.10% have low level, 71.9% have moderate level and 14.1% have high level of Learning in English.

Null Hypothesis No. 1

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

Table 3 Difference between Male and Female High School Students in their Home Environment

Variable	Gender	Mean	SD	N	Calculated 't' Value	Remark
Home Environment	Male	20.4239	3.12816	93	1.535	NS
	Female	21.0318	2.94919	157		

(Table value of 't' at 5% level of significance is 1.96)

From the above table it is inferred that calculated 't' value (1.53) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. It indicates that there is no significant difference between the home environment of male and female high school students.

Null Hypothesis: 2

There is no significant difference between nuclear and joint family of high school students in their home environment.

Table 4 Difference between Nuclear and Joint Family High School Students in their Home Environment

Variable	Type of family	N	Mean	SD	Calculated 't' value	Remark
Home Environment	Nuclear	158	20.7215	2.97735	0.588	NS
	Joint	92	20.9560	3.11595		

(Table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that the calculated 't' value (0.588) is lesser than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. It reveals that there is no significant difference between nuclear family and joint family of high school students in terms of their home environment.

Null Hypothesis: 3

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

Table 5 Difference between Male and Female High School Students in their Learning in English

Variable	Gender	N	Mean	SD	Calculated 't' Value	Remark
Learning in English	Male	92	64.0478	55.58902	1.97	S
	Female	157	63.9203	53.72048		

(Table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that the calculated 't' value (1.97) is greater than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their Learning in English.

Null Hypothesis: 4

There is no significant difference between nuclear and joint family of high school students in their Learning in English.

Table 6 Difference between Nuclear and Joint Family of High school Students in their Learning in English

Variable	Family Type	N	Mean	SD	Calculated 't' Value	Remark
Learning in English	Nuclear	158	63.9486	54.77202	0.787	NS
	Joint	91	64.0001	54.68311		

(Table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that the calculated 't' value (0.787) is less than the table value (1.96) at 5% level of significance. Hence, the null hypothesis is accepted. It shows that there is no significant difference between nuclear and joint family of high school students in their Learning in English.

Null Hypothesis: 5

There is no Correlation between Home Environment and Learning in English of high school students.

Table 7 Correlation Between Home Environment and Learning in English of High School Students

Correlation	Calculated value of 'r'	Count	Table Value	Remarks
Home environment and learning in English	0.080	249	0.133	NS

It is inferred from the above table the calculated value (0.080) is lesser than the table value (0.133) df (247) at 5% level of significance. Hence the Null Hypothesis is accepted. It shows that there is no Correlation between Home Environment and Learning in English of high school school students.

Major Findings

Descriptive Analysis

1. The percentage of high school students with low, moderate and high levels of home environment are 15.7%, 75.7% and 8.7% respectively.
2. 14.10% high school students have low level, 71.9% have moderate level and 14.1% have high level of learning in English.

Inferential Analysis

1. The home environment of male and female high school students is not significantly different.
2. There is no significant difference between nuclear and joint family female high school students in their home environment.
3. There is significant difference between male and female high school students h school students in their learning in English.
4. There is no significant difference between nuclear and joint family of high school students in their learning in English

Interpretation

The finding shows that there is significant difference between male standard and female high school students in their learning in English. (i.e) the mean value male students is greater than the female students mean value in their learning in English. This may be due to the fact that the male students may participate rich co-curricular programme and also they have more opportunity to mingle among their classmates. So they have high level learning in English.

Recommendations of the Study

- Parents should try to provide sympathetic and more friendly home environment to their adolescents.
- All students should have the opportunity to succeed regardless of gender, ethnicity, social background, or any other factors that may potentially affect their progress. However, ultimately they need to be stimulated and a desire for learning and achievement need to be inculcated, that will help to eliminate the exclusion and disengagement that characterizes the feelings of many towards our Education System.

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A STUDY ON JOB SATISFACTION AMONG TEACHER EDUCATORS

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Abstract

The present study is entitled as “A study on Job satisfaction among Teacher Educators”. The present study was to find out the Job satisfaction among Teacher Educators. The research type was a survey method, which consists of purposive sampling of 140 teacher educators in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and ‘t’-test. The findings reveal that there is significant difference between male and female teacher educators in the dimensions of a study on job satisfaction- preparation and planning.

Keywords: *Job Satisfaction, Teacher Educators and Statistical Techniques.*

Introduction

Job satisfaction can fill this gap as it provides access to different sources of information. Educational institutions are also in the midst of information waves. Rather than large schools or big universities, virtual university or on-line learning systems have come into existence. Therefore, the role and responsibility of teachers and students should be modified to adapt to the new society and new environment. In the early 1995, the department of education and employment (DEE), Britain set the criteria for making job satisfaction an integral part of initial teacher training (ITT) course, stating that job satisfaction is more than a teaching tool. This stage of discovering job satisfaction tools is linked with the emerging stage in job satisfaction.

Teacher education has to be collaborated in the solution of problems can be divided into two categories, problems of education as a whole with special reference to school education and the problems of the teacher education itself. It is general as well those caused by the curriculum of school education which puts the responsibility of its implementing on teachers specially B.Ed teachers. It has the potential to enhance the quality and standards of pupil's education is significant.

Need and Significance of the Study

The destiny of India is being shaped in her/his classroom. This we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. The standard of our schools and colleges will be judged by the quality and quantity of the people who emerge from them in the great enterprise of national reconstruction whose main goal is to improve the standard of living of our people. The country is nowadays in the hands of the Job satisfaction. It is in the sense that teacher makes citizens of a nation who will be rulers of the future. Whatever may be positions held, all the citizens are serving the nation. The teacher is a crucial part of the educational system, and his or her success or failure is crucial. Teaching profession is different from other professions. Few Job satisfaction realize this fact. All teachers should be familiar with the idiosyncrasies of their own field and the new position given to them in the educational system. The role of the teacher in any educational system is based on the attitude that he/she has towards his/her profession.

Job satisfaction and Life satisfaction of High School Job satisfaction are found to be influenced by several factors like gender, religion, type of the school, nature of the school, education qualification, nature of appointment, location of the school, marital status, monthly income, years of experience etc. It seems that many prefer the teaching profession out of parents or somebody's compulsion and not out of their own genuine interest. Therefore, the investigator has chosen the topic for "A study on Job satisfaction among Teacher Educators".

Objectives of the Study

1. To find out the level of Job satisfaction of teacher educators with respect to type of gender.
2. To find out the level of Job satisfaction of teacher educators with respect to residence.

Hypotheses

1. There is no significant difference between male and female teacher educators in their Job satisfaction
The difference between the teacher educators of rural and urban areas is not significant in terms of Job satisfaction.

Delimitations of the Study

1. The present study is restricted to Virudhunagar educational district only.
2. The present study has been restricted to B.Ed colleges only.

Population for the Study

The population for the study is all the Teacher Educators working in the colleges of education in Virudhunagar district.

Sample for the Study

The sample size is 140 teacher educators from 10 education colleges in Virudhunagar district.

Tools Used for Present Study

The investigator and guide prepared and validated Job satisfaction tool.

Statistical Techniques Used

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

Data Analysis

Descriptive Analysis

Objective: 1

To find out the level of job satisfaction of teacher educators with respect to type of gender.

Table 1 Level of Job Satisfaction of Teacher Educators with Respect to Type of Gender

Type of Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	50	20.6	145	59.7	48	19.8
Female	8	14.0	38	66.7	11	19.3

The above table shows that, 20.6 % of teacher educators who are coming from male gender have low, 59.7% of them have moderate and 19.8% of them have high level of job satisfaction. 14.0 % of teacher

educators who are coming from the female gender have low, 66.7 % of them have moderate and 19.3 % of them have high level of job satisfaction.

Objective: 2

To find out the level of job satisfaction of teacher educators with respect residence.

Table 2 Level of Job Satisfaction of Teacher Educators with Respect to Residence

Locality of School	Low		Moderate		High	
	No.	%	No.	%	No.	%
Rural	10	14.9	44	65.7	13	19.4
Urban	48	20.6	139	59.7	46	19.7

The above table shows that, 14.9% of the rural teacher educators have low, 65.7 % of them have moderate and 19.4% of them have high level of job satisfaction. 20.6% of the urban teacher educators have low 59.7% of them have moderate and 19.7% of them have high level of job satisfaction.

Inferential Analysis

Analysis of Data

Null Hypothesis: 1

There is no significant difference between male and female teacher educators in their Job satisfaction

Table 3 Difference between Male and Female Teacher Educators in their Job Satisfaction

Gender	N	M	S.D.	t-value	Significance at 0.05 Level
Male	119	117.92	17.058	5.44	Significant
Female	131	128.53	13.684		

(At 5% level of significance the table value of "t" is 1.96)

It is evident from the above table that the obtained "t" value 5.44 is greater than the table value 1.96 at 0.05 level Hence the null hypothesis is rejected. It shows that there is significant difference between male and female teacher educators in their possession of Job satisfaction.

Null Hypothesis: 2

There is no significant difference between rural and urban area teacher educators in their possession of Job satisfaction.

Table 4 Difference between Rural and Urban Area Teacher Educators in their Job Satisfaction

Residence	N	M	S.D.	Calculated 't' Value	Remarks at 5% Level
Rural	144	120.27	17.352	3.73	S
Urban	106	127.85	13.498		

(At 5% level of significance the table value of "t" is 1.96)

It is evident from the above table that the obtained "t" value 3.73 is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban area teacher educators in their Job satisfaction.

Major Findings

1. There is significant difference between male and female Job satisfaction in their teacher educators.
2. There is significant difference between rural and urban Job satisfaction in their teacher educators.

Interpretation

1. There is significant difference between male and female teacher educators. Female teacher (128.53) has better job satisfaction than male teacher (117.92) with respect to gender. The result found that women accepted more responsibility than male.
2. There is significant difference between rural and urban teacher educators. With regard to residence, the job satisfaction of rural school teacher educators (120.27) is higher than that of urban teacher educators (127.85). The outcome revealed that the urban teacher educators were motivated by improved access to resources, professional development and increased extrinsic rewards like salary and fringe benefits.

Suggestions of the Study

The following are the suggestions for further research studies.

1. A similar study could be conducted for college Job satisfaction.
2. This study can be expanded to other school system Job satisfaction.
3. This study can be extended to other districts.
4. Attitude and job satisfaction of D.Ed. teachers can be undertaken.

Recommendations

1. The teachers should be given better facilities in their schools. It will indirectly promote their service in a committed manner
2. The teachers should be encouraged to do some creative works
3. Teachers should pay more attention towards their work. It will definitely promote their commitment level and their Job satisfaction.
4. More workshops and seminars should be organized to the teachers regarding their teaching profession.

Conclusion

In modern organizations, high job satisfaction is a good predictor of organizational productivity, low employee turnover, and low job stress. Job satisfaction creates a positive work environment and is crucial to the organization's increased revenues. Lastly, it is hoped that this study would be useful to practitioners in different industry of private sector.

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ATTITUDE TOWARDS VALUE ADDED COURSES AMONG B.ED STUDENT TEACHERS

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Abstract

The present study aimed to examine the attitude of B.Ed. student teachers towards value-added courses. A survey method was adopted for the study, and data were collected from a sample of 300 B.Ed. student teachers selected through simple random sampling from thirteen Colleges of Education in Virudhunagar District. A structured questionnaire was prepared based on the objectives of the study, and the Attitude towards Value-Added Courses Scale (2025), developed and standardized by the investigators, was used to measure the attitudes of the student teachers. The collected data were analyzed using percentage analysis, mean, standard deviation, and the t-test. The findings revealed that the majority of the B.Ed. student teachers (67.0%) possessed a moderate level of attitude towards value-added courses, while 17.3% had a high level and 15.7% had a low level of attitude. Gender-wise analysis showed that among the male B.Ed. student teachers, 41.7% had a moderate level of attitude, 33.3% had a low level, and 25.0% had a high level of attitude towards value-added courses. Among the female B.Ed. student teachers, the majority (77.2%) exhibited a moderate level of attitude, followed by 13.2% with a low level and 9.6% with a high level of attitude. The study further revealed a statistically significant difference in the attitude of B.Ed. student teachers towards value-added courses with respect to gender.

Keywords: *B.Ed. Student Teachers, Attitude, Value-Added Courses, Teacher Education, Gender.*

Introduction

Attitudes towards value-added courses among B.Ed (Bachelor of Education) students can vary widely depending on various factors such as individual interests, career goals, the relevance of the courses to their field, and the quality of the courses offered. Some B.Ed students may view value-added courses as opportunities to enhance their knowledge and skills beyond the core curriculum. They may see these courses as valuable additions to their qualifications, potentially making them more competitive in the job market or better prepared for their teaching careers. Interest-Based Attitude:

B.Ed students who have a particular interest in certain subjects or areas may enthusiastically embrace value-added courses related to those interests. These students may see such courses as opportunities for personal and professional development in areas they are passionate about. Some B.Ed students may approach value-added courses from a pragmatic perspective, focusing on how these courses can benefit their career prospects. They may choose courses that are directly relevant to their desired teaching specialization or that offer skills and knowledge that are in demand in the education sector. On the other hand, some B.Ed students may be skeptical about the value of additional courses, especially if they perceive them as unrelated to their career goals or if the quality of the courses is questionable. These students may prioritize their time and resources towards activities they perceive as more directly beneficial to their teaching practice. In some cases, B.Ed students may participate in value-added courses simply to fulfill requirements set by their educational

institution or regulatory bodies. Their attitude towards these courses may be neutral or indifferent, driven primarily by the need to meet academic or professional standards. Financial constraints may also influence B.Ed students' attitudes towards value-added courses. Some students may be deterred from taking additional courses if they perceive them as too expensive or if they believe that the potential benefits do not justify the cost. Overall, attitudes towards value-added courses among B.Ed students can vary based on individual preferences, career aspirations, perceived relevance, and external factors such as financial considerations and institutional requirements. Effective communication about the potential benefits of such courses, alignment with students' interests and career goals, and ensuring high-quality course offerings can help foster positive attitudes and engagement among B.Ed students.

Objective of the Study

1. To find out the level of attitude of the B.Ed student teachers towards value added courses
2. To find out the level of attitude of the B.Ed student teachers towards value added courses with respect to gender.
3. To find out whether there is any significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Hypotheses of the Study

1. The level of attitude of the B.Ed student teachers towards value added courses
2. The level of attitude of the B.Ed student teachers towards value added courses with respect to gender.
3. There is no significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Methodology

The survey method was employed to collect data from colleges of Education students in Virudhunagar district. A total of thirteen college of Education were selected using a simple random sampling technique, and 300 B.Ed students were chosen as the sample for the study. Simple random sampling was used to ensure adequate representation of students from various demographic groups. The **Attitude Towards value added course (2025)**, developed and standardized by the investigators, was used to measure the students' attitudes toward yoga. The collected data were analyzed using appropriate statistical techniques, including percentage analysis, mean, standard deviation, and the *t*-test.

Analysis of the Study

1. The level of attitude of the B.Ed student teachers towards value added courses

Table 1 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	201	67.0	52	17.3

It is inferred from the above table that, 15.7% of the B.Ed student teachers have low, 67.0% of them have moderate and 17.3% of them have high level of attitude towards value added courses.

2. The level of attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 2 The Level of Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	12	33.3	15	41.7	9	25.0
Female	35	13.3	186	70.5	43	16.3

It is inferred from the above table that, 33.3% of the male B.Ed student teachers have low, 41.7% of them have average and 25.0% of them have high level of attitude towards value added courses. 13.2% of the female student teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude of the towards value added courses.

- There is no significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Table 3 Difference in Attitude of the B.Ed Student Teachers towards Value Added Courses with Respect to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	36	86.7222	6.15333	2.450	S
Female	264	87.1326	4.98529		

It is inferred from the above table that calculated 't' value (2.450) 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 significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Findings of the Study

- The analysis reveals that the majority of B.Ed. student teachers (67.0%) have a moderate level of attitude towards value-added courses. A smaller proportion (17.3%) exhibit a high level of attitude, while only 15.7% demonstrate a low level of attitude.
- The analysis indicates that among the male B.Ed. student teachers, 41.7% have an average level of attitude towards value-added courses, while 33.3% have a low level and 25.0% have a high level of attitude. Among the female B.Ed. student teachers, the majority (77.2%) have an average level of attitude, followed by 13.2% with a low level and 9.6% with a high level of attitude.
- There is a significant difference in attitude of the B.Ed student teachers towards value added courses with respect to gender.

Result and Discussions

The findings of the study reveal that the majority of B.Ed. student teachers (67.0%) possess a **moderate level of attitude** towards value-added courses, while 17.3% exhibit a high level of attitude and 15.7% demonstrate a low level of attitude. This indicates that most student teachers have a reasonably positive perception of value-added courses, although there is scope for strengthening their attitude through greater awareness and participation.

Gender-wise analysis shows noticeable differences in the attitude of B.Ed. student teachers towards value-added courses. Among male student teachers, 41.7% have an average level of attitude, 33.3% have a low level, and 25.0% have a high level of attitude. In contrast, among female student teachers, a large majority (77.2%) exhibit an average level of attitude, while 13.2% have a low level and 9.6% have a high level of attitude. These

findings suggest that female student teachers tend to have a more consistent and moderate attitude towards value-added courses, whereas male student teachers are more widely distributed across low, average, and high attitude levels.

Further, the statistical analysis reveals a **significant difference** in the attitude of B.Ed. student teachers towards value-added courses with respect to gender. This indicates that gender plays an important role in shaping student teachers' attitudes towards value-added courses. The observed difference may be attributed to variations in learning preferences, career aspirations, motivation, exposure to skill development opportunities, and perceptions regarding the usefulness of value-added courses. These findings highlight the need for teacher education institutions to design gender-inclusive strategies that encourage positive attitudes and greater participation in value-added courses among all student teachers. Such initiatives can enhance professional competencies, employability, and overall teacher preparedness.

Recommendations of the Study

1. Teacher education institutions should create greater awareness about the importance and benefits of value-added courses through orientation programmes, seminars, and workshops to foster a more positive attitude among B.Ed. student teachers.
2. Value-added courses should be integrated effectively into the B.Ed. curriculum by aligning them with the professional competencies and employability skills required for future teachers.
3. Institutions should provide a wider variety of value-added courses based on the interests and career needs of student teachers, including courses on digital literacy, communication skills, educational technology, and classroom management.
4. Special attention should be given to addressing gender differences in attitudes towards value-added courses by adopting inclusive teaching strategies, counselling, and motivational programmes that encourage equal participation.
5. Teacher educators should employ innovative and learner-centred instructional methods in value-added courses to enhance student engagement, motivation, and positive attitudes.
6. Periodic evaluation and feedback mechanisms should be established to assess the effectiveness of value-added courses and to make continuous improvements based on the needs and suggestions of B.Ed. student teachers.

Conclusion

The present study concludes that the majority of B.Ed. student teachers possess a **moderate level of attitude** towards value-added courses, indicating a generally positive perception of their importance in teacher education. The findings also reveal a significant difference in attitude with respect to gender, suggesting that gender influences how student teachers perceive and value these courses. As value-added courses play a vital role in enhancing professional competencies, employability skills, and overall personality development, teacher education institutions should strengthen their implementation through well-designed, relevant, and engaging programmes. Promoting awareness, ensuring equal participation, and continuously improving the quality of value-added courses will help prepare competent, skilled, and professionally equipped future teachers who can effectively meet the evolving demands of the education system.

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