JOURNAL OF AKCE

Peer-Reviewed Bi - Annual Online Journal

ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale)
Krishnankoil-626 126, Srivilliputtur (Taluk), Virudhunagar District

www.akcequest.com

JOURNAL OF AKCE

(Peer Reviewed Bi- Annual Online Journal)

CONTENTS

ATTITUDES OF THE SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

Dr. V. Kasirajan

Assistant Professor, S.Veerasamy Chettiar College of Education, Pulliangudi,
Tirunelveli District, Tamilnadu

Abstract

The principle of inclusive education is all the children learn together wherever possible regardless of any difficulties and differences they may have. It is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students, especially individuals with disabilities. It is the reason that so many pupils with disabilities do not attend regular schools. Unit regular schools have developed the capacity to cater to them; it is difficult to argue for inclusion. One of the chief a challenge to achieving this goal is the changing task and attitude of the regular classroom teacher. The objective of the study was to find out the level attitudes of the secondary school teachers towards inclusive education. Attitudes of inclusive education Scale was prepared and validated by the investigator in 2017. The findings of the study were; i) The level of the attitudes of secondary school teachers towards inclusive education is average (75.0), ii) 22.6% of the male teachers have low, 67.9% of them have average, and 9.4% of them have a high level of the attitude of the secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have high level of the attitude of secondary school teachers towards inclusive education. iii) there is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Introduction

UNESCO defines Inclusive Education as a means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and have supported to learn and contribute in all aspects of the life of the school; i.e., inclusive education is about develop and design our schools, classrooms, programmes and activities so that all types of students find out and participate together. Under-inclusive education, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. According to Gunjan, T. (2016) stated that, the following are the position of the teacher in inclusive education: Design long-term training plans that obtain into account all the actors involved and the diverse models needed to gather different needs; understand training activities directed to both conventional teachers and specialists so that they allocate the same approach and are enabled to work in partnership; include the relationship between theory and practice and opportunities for reflection in all training actions; Start from the needs felt by the teachers themselves; Direct training to the school as a whole whilst retaining an array of strategies and models to achieve different objectives and address different needs; encourage self-development, creating opportunities for networking amongst teachers, schools and communities; and encourage teachers themselves to expand new teaching materials (Bertrand, O., 1998)

Significance of the Study

Inclusive education is the need of Indian society of today as it intends to bridge the gap between special instruction, integrated education and general system of education and will reduce exclusion and all type of discrimination prevalent in our education pattern of today. Inclusive education is developing the various development of education field such as Universalization of education, to fulfill the constitutional responsibility, development of the nation breaking the barrier of poverty, to improve the quality of education. Inclusive education has evolved as a movement to challenge exclusionary policies and practices of general schools. The principle of inclusive education is all the children learn together wherever possible regardless of any difficulties and differences they may have. It is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students, especially individuals with disabilities. It is the reason that so many pupils with disabilities do not attend regular schools. Unit regular schools have developed the capacity to cater to them; it is difficult to argue for inclusion. One of the main challenges to achieving this goal is the changing task and attitude of the regular classroom teacher. Teachers play a pivotal role in the education of all type of children. The favorable and positive attitude of teachers towards children with disabilities is a major aspect of the teaching-learning process and also for the growth and development of children with disabilities in the inclusive classroom. Hence, the present paper is justified to study the attitude of secondary school teachers' towards inclusive education. So, the investigator selected this study. Thus the study is entitled as "*Attitudes of the secondary school teachers towards Inclusive Education*".

Objective of the Study

1. To find out the level of attitudes of secondary school teachers towards inclusive education.
2. To find out the level of attitudes of the secondary school teachers towards inclusive education with respect to gender.
3. To find out whether there is any significant difference in attitudes of the secondary school teachers towards inclusive education.

Null Hypotheses

1. The level of attitudes of secondary school teachers towards inclusive education is average
2. The level of attitudes of secondary school teachers towards inclusive education with respect to gender is average
3. There is no significant difference in the attitudes of secondary school teachers towards inclusive education

Population and Sample

The descriptive survey method was used by the investigator. The present investigation covers the secondary school teachers in Rajapalayam Taluk. The total sample selected for this

study is 220 and these samples were selected from 19 secondary schools using of simple random sampling technique

Tools Used

Attitudes of Inclusive education Scale was prepared and validated by the investigator in 2017.

Statistical Techniques Used

The investigator used following statistical techniques which helped in the analysis and interpretation of data. 1 Mean 2 Standard Deviation 3. t- test

Analysis and Interpretation of Data

1. The level of attitudes of secondary school teachers towards inclusive education is average

Table 1 The Level of Attitudes of the Secondary School Teachers towards Inclusive Education

Low		Average		High	
Count	%	Count	%	Count	%
34	15.5	165	75.0	21	9.5

It is inferred from the above table that 15.5% of the teachers have low, 75.0% of them have average and 9.5% of them have the high level of the attitude of secondary school teachers towards inclusive education.

2. The level of attitude of secondary school teachers towards inclusive education with respect to gender is average

Table 2 The Level of the Attitude of Secondary School Teachers towards Inclusive Education with Respect to Gender

Gender	Low		Average		High	
	Count	%	Count	%	Count	%
Male	12	22.6	36	67.9	5	9.4
Female	22	13.2	129	77.2	16	9.6

It is inferred from the above table that 22.6% of the male teachers have low, 67.9% of them have average and 9.4% of them have high level of attitude of the secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have the high level of attitude of the secondary school teachers towards inclusive education.

3. There is no significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Table 3 Significant Difference in the Attitude of Secondary School Teachers towards inclusive Education with Respect to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	53	1.01922	4.30496	2.729	S
Female	167	1.02362	3.60425		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from above table that the calculated 't' value (2.729) is greater than the table value (1.96) for df (218) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Interpretation

The 't' results show that there is a significant difference in the attitude of the secondary school teacher towards inclusive education with respect to gender, i.e. the mean value of female school teachers is better than the male school teachers attitude towards inclusive education. This may be due to the fact that female school teachers have more sympathy and empathy towards disabled children and also they have to express their emotions in the right behavior. So they have a high level of attitude towards inclusive education.

Major Findings

1. The level of attitudes of secondary school teachers towards inclusive education is average
2. 22.6% of the male teachers have low, 67.9% of them have average and 9.4% of them have a high level of the attitude of secondary school teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average, and 9.6% of them have a high level of the attitude of secondary school teachers towards inclusive education.
3. There is a significant difference in the attitude of secondary school teachers towards inclusive education with respect to gender.

Recommendation

The following recommendations are:

1. Strategies for developing the attitude toward inclusive education may be educated among rural and urban school teachers.
2. The head of the institution should be very particular about the development of attitude towards inclusive education among teachers by educating them the benefits of inclusive education.
3. Attitude towards inclusive education may be developed for urban and rural teachers by organizing more seminars, training sessions, etc.
4. A close relationship between the roles played by the teachers, their superiors are desirable for the development of attitude towards inclusive education among secondary school teachers.
5. In-service training includes specialized development for instructors who are already functioning in the classroom. In addition to developing the skills of professionals previous to entering the workforce, it is essential that teachers are already teaching be provided skills and techniques for inclusive education.
6. Students with disabilities need strong support from their teachers to participate in class activities with non-disabled peers.

References

1. Agarwal J.C. (1986). Educational Research. New Delhi: Arya Book Depot.
2. Allport, G. W. (1958). The Nature of Prejudice. Garden City, NY: Doubleday Anchor.
3. Antony. A. (1995).Teacher and Education in Indian Society. Kollan, Assisi Press,
4. Best W. J. (1999). Research in Education. New Delhi: Prentice Hall of India Pvt., Ltd.
5. Bhatia & Nanda. (1985).Teacher and Education in emerging Indian Society. New Delhi, Kalyani Publishers Pvt., Ltd
6. Bhatnagar, N. & Das, A. (2016). A study on the attitudes of secondary school teachers towards inclusive education in New Delhi. Exceptionality Education International, 24(2)
7. Kulbir S.S.(2004).   The Methodology of Research in Education. New Delhi: Sterling Publishing Pvt. Ltd
8. Meenakshi Sundaram, K. (2014) Teacher Education. Chinnalampatti: Kavyamala Publications.
9. Nagarajan, K. (2017). Creative an Inclusive Education. Chennai: Sriram Pathippagam
10. Priyanka, S & Samia, K (2018). Barriers to Inclusive Education for Children with Special Needs in Schools of Jammu. The International Journal of Indian Psychology, 6(1).

A STUDY ON LEARNING DIFFICULTIES OF HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE LEARNING

Dr. A. R. Anandha Krishnaveni

Principal, Arulmigu Kalasalingam College of Education, Krishnankoil,
Virudhunagar District, Tamilnadu

Dr. G. Maheswari

Assistant Professor, Arulmigu Kalasalingam College of Education Krishnankoil,
Virudhunagar District, Tamilnadu

Abstract

English is an international language. It is used all over the world. It links together people of different nations, of the world. In this sense English language learning is very essential in school level itself. So the researcher found out what is the learning difficulties exist in English language learning. In the present study the normative survey method is used. The investigator has used the self-developed tool and it contains 8 dimensions. There items were submitted to the guide. There were 88 items in the draft questionnaire. On the basis of the suggestion given by him, some items were dropped, a few were modified and some were also added. To identify problems faced by High School students in Learning English, 79 Questionnaire were selected through pilot study. It is a 2 point scale. Random sampling technique was used in this study. Three hundred high school students randomly selected from Srivilliputtur Taluk. From the findings, in the term of medium of instruction, the high school students studying through English Medium have more learning difficulty to learn English language. Significant difference was found among high school students in learning difficulties -attitude, teacher's performance, family background with respect to type of school.

Introduction

Education is ever-widening concept. It is old as the human race. Ever since the dawn of civilization man directly or indirectly has been trying to 'Educate' himself in order to meet with the changing demands of the life .in fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time education become an essential virtue for man to live and lead a civilized life. Education is fashion and models man to become fit for society.

Significance of the Study

Learning difficulty is a dynamic and expanding field. Learning difficulty in individuals is found across all ages. Socio-Economic Levels and racers and their problems range from mild to severe. Now a day's both government and private schools fail to fulfill the needs of the students. In some of the schools the basic facilities like Laboratory, sanitary, classroom, play Ground and curriculum are not praise worthy. Therefore the students meet a number of difficulties in learning from both at school and personal Level. These things are primary sources for the Learning difficulties.

This condition must be removed and immediate steps should be taken to care the Learning difficulties of the students. To accomplish this task effectively this present study has been conducted by the investigator. And it is need of the hour to have more number of studies to identify the specific learning difficulties of high school students. So the investigator needs

to find out from where they are struggling in their learning and what are they caused behind their learning difficulties and the present study is an attempt in this direction.

Objectives of the Study

1. To find out the level of learning difficulties and its dimensions of high school students in terms of Gender.
2. To find out the level of learning difficulties and its dimensions of high school students in terms of Location of the school.
3. To find out the level of learning difficulties and its dimensions of high school students in terms of Medium of the school.
4. To find out the level of learning difficulties and its dimensions of high school students in terms of type of school.

Hypotheses of the Study

1. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Gender.
2. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Location of the school.
3. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Medium of the school.
4. There is no significant difference in learning difficulties and its dimensions of high school students in terms of type of school.

Methodology

The investigator selected the normative survey method for the present study The investigator has used the tool developed by G.Revanth (2015) and it contains 8 dimensions. There items were submitted to the guide. There were 88 items in the draft questionnaire. On the basis of the suggestion given by him, some items were dropped, a few were modified and some were also added. To identify problems faced by High School students in Learning English, 79 Questionnaire were selected through pilot study. It is a 2 point scale. Random sampling technique was used in this study. Three hundred high school students randomly selected from Srivilliputtur Taluk.

Differential Analysis
Null Hypothesis: 1

There is no significant difference between male and female high school students in their learning difficulties in studying English language.

Table 1 Significant Difference in the Learning Difficulties of
High School Students with Respect to Gender

Dimensions / Variables	Gender				Calculated 't' value	Remarks at 5% level
	Male (N=168)		Female (N=132)			
	Mean	SD	Mean	SD		
Attitude	9.172	3.564	9.257	3.371	0.210	NS
Teacher's	7.559	3.278	7.083	3.221	1.257	NS

Performance						
Family Background	5.619	2.115	6.121	2.115	2.059	S
School atmosphere	6.309	2.090	6.833	1.837	2.271	S
Peer group influence	3.386	2.096	3.742	1.831	0.027	NS
Difficulties in Prose	9.053	3.473	9.219	3.784	0.269	NS
Difficulties in Grammar	5.940	2.196	5.356	2.535	0.047	NS
Difficulties in Composition	3.339	1.519	3.189	1.543	0.874	NS
Learning difficulties	50.381	9.062	50.803	9.921	0.562	NS

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for attitude, teacher's performance, peer group influence, difficulties in prose, difficulties in grammar, difficulties in composition, learning difficulties of high school students with respect to gender. Here the hypothesis is accepted.

The calculated 't' values are greater than the table for family background, school atmosphere, with respect to gender. The hypothesis is rejected.

Null Hypothesis: 2

There is no significant difference in the learning difficulties of high school students with respect to location of the school.

Table 2 Significant Difference in the Learning Difficulties of High School Students with Respect to Location of the School

Dimensions / Variables	Locality				Calculated 't' value	Remarks at 5% level
	Rural (N=163)		Urban (N=137)			
	Mean	SD	Mean	SD		
Attitude	8.650	3.533	9.875	3.295	3.085	S
Teacher's performance	6.638	3.124	8.197	3.226	4.241	S
Family background	5.773	2.239	5.919	1.944	0.600	NS
School atmosphere	6.417	1.999	6.686	1.991	1.163	NS
Peer group influence	3.368	2.051	3.751	1.897	1.670	NS
Difficulties in Prose	8.816	3.768	9.496	3.384	1.631	NS
Difficulties in Grammar	5.490	2.534	5.912	2.133	1.541	NS
Difficulties in Composition	3.233	1.577	3.321	1.474	0.496	NS
Learning difficulties	48.386	9.548	53.160	8.641	4.504	S

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for family background, school atmosphere, peer group influence, difficulties in prose, difficulties in grammar, difficulties in composition of high school students with respect to location of the school. Here the hypothesis is accepted.

The calculated 't' values are greater than the table for attitude, teacher's performance, learning difficulties with respect to location of the school. The hypothesis is rejected.

Null Hypothesis: 3

There is no significant difference in the learning difficulties of high school students with respect to medium of the instruction.

Table 3 Significant Difference in the Learning Difficulties of High School Students with Respect to Medium of Instruction

Dimensions/ Variables	Medium				Calculated 't' value	Remarks at 5% level
	Tamil (N=243)		English (N=57)			
	Mean	SD	Mean	SD		
Attitude	9.102	3.602	1.666	2.855	1.103	NS
Teacher's performance	7.279	3.302	7.649	3.085	0.769	NS
Family background	5.716	2.167	6.368	1.748	2.115	S
School atmosphere	6.321	2.033	7.473	1.524	4.020	S
Peer group influence	3.428	2.066	4.035	1.534	2.086	S
Difficulties in Prose	9.094	3.622	9.263	3.578	0.317	NS
Difficulties in Grammar	5.679	2.397	5.701	2.243	0.065	NS
Difficulties in Composition	3.362	1.545	2.894	1.410	2.088	S
Learning difficulties	49.983	9.578	53.052	8.435	2.225	S

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for attitude, teacher's performance, difficulties in prose, difficulties in grammar, of high school students with respect to medium of the school. Here the hypothesis is accepted. The calculated 't' values are greater than the table for family background, school atmosphere, peer group influence, difficulties in composition, learning difficulties, with respect to medium of the school. The hypothesis is rejected.

Null Hypothesis: 4

There is no significant difference in the Learning difficulties in studying English of high school students with respect to type of school.

Table 4 Sum of Squares and Mean Squares of Learning Difficulties in Studying English of High School Students with Respect to Type of School

Dimensions/ Variables	Source of variation	Sum of squares	Df	Mean Square	Calculated 'F' Value	Remarks at 5% Level
Attitude	Between Groups	147.46	2	73.73	6.321	S
	Within Groups	3464.30	297	11.66		
Teacher performance	Between Groups	93.08	2	46.54	4.480	S
	Within Groups	3085.16	297	10.38		
Family background	Between Groups	35.30	2	17.65	4.054	S
	Within Groups	1293.01	297	4.35		

School atmosphere	Between Groups	2.845	2	1.42	0.355	NS
	Within Groups	1189.67	297	4.00		
Peer group	Between Groups	4.54	2	2.27	0.573	NS
	Within Groups	1177.89	297	3.96		
Difficulties in prose	Between Groups	10.07	2	5.03	0.385	NS
	Within Groups	3883.11	297	13.07		
Difficulties in grammar	Between Groups	16.75	2	8.37	1.502	NS
	Within Groups	1656.16	297	5.57		
Difficulties in composition	Between Groups	5.89	2	2.94	1.261	NS
	Within Groups	693.69	297	2.33		

(At 5% level of significance the table value of 'F' is 3.03)

From the above table it is observed that the calculated 'F' values are lesser than the table value for School atmosphere, peer group, difficulties in prose, difficulties in grammar and difficulties in composition of high school students with respect to type of school. Here the hypothesis is accepted.

The calculated 'F' values are greater than the table for Attitude, teacher's performance, family background with respect to type of school. The hypothesis is rejected.

Findings of the Study
1. In the term of gender, Comparing the mean scores female high school students are better in learning difficulties, Family background, School atmosphere, than the male students.
2. In the term of locality of school comparing the mean scores urban area students have more learning difficulties in Attitude, Teacher's performance, and learning difficulty total than the rural area students.
3. In the term of medium of instruction, the high school students studying through English Medium have more learning difficulty to learn English language.
4. Significant difference was found among high school students in learning difficulties - attitude, teacher's performance, family background with respect to type of school.

Conclusion

It has been a wonderful experience for the investigator to undertake this research work. It has helped to know the exact causes which affect the studies in learning English language of high school students of srivilliputtur taluk.

References
1. Adrienne L. Herrell; Michael Jordan (2016). 50 Strategies for Teaching English Language Learners. Pearson. ISBN 978-0-13-380245-0.

2. Barr, S.; Eslami, Z.; Joshi, R.M. (2012). "Core strategies to support English language learners". The Educational Forum. **76**: 105–117. doi:10.1080/00131725.2011.628196

3. Marianne Celce-Murcia; Marguerite Ann Snow (2014). Teaching English as a Second or Foreign Language. Cengage Heinle. ISBN 978-1-111-35169-4.

4. Rodríguez Silva, L.H.; Roehr-Brackin, K. (2016). "Perceived learning difficulty and actual performance: Explicit and implicit knowledge of L2 English grammar points among instructed adult learners". Studies in Second Language Acquisition. **38** (2): 317–340. doi:10.1017/S0272263115000340.

5. Wagner, R.K.; Francis, D.J.; Morris, R.D. (2005). "Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches". Learning Disabilities Research & Practice. **20** (1): 6–15. doi:10.1111/j.1540-5826.2005.00115.x

6. http://web.archive.org/web/20071014005901/http://www.nvtc.gov/lotw/months/november/learningExpectations.html.

RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL TEACHERS

Dr. A. R. Anandha Krishnaveni

Principal, Arulmigu Kalasalingam College of Education, Krishnankoil,
Virudhunagar District, Tamilnadu

Abstract

The teacher, who is committed to the society, would create a sense of belonging among the members of the community. If this happened, there will not be any problem in mobilizing the community for raising resources at any cause. Teachers may be honored if they prove themselves to be friends, philosophers, and guides of the community they serve. The working environment plays a significant role in the professional commitment of the teacher. A safe, clean, and well-maintained school with a psychosocial climate and culture can foster school connectedness, which in turn boosts students' academic achievement and staff's professional commitment. In this study, the investigator adopted survey method. 149 higher secondary school teachers were selected for the study. Simple random sampling technique was used in this study. The sample consisted of 149 teachers, male = 69 and female=89. The school environment scale was prepared and validated by Shaju (2011(adopted)). The tool consists of 65 positive statements. Each of the items was rated on a two-point scale. Professional commitment Scale was prepared and validated by the investigator which consisted of 61 statements. After pilot study, seven items were removed, and remaining 54 statements were retained. From the findings, it is inferred that there is no significant difference between gender and locality of the school concerning the school environment. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

Introduction

A sound and effective system of education results in the enfoldment of students' potentialities, enlargement of their competencies and transformation of their intelligence, aptitudes, interests, attitudes, and values. Recognizing such an enormous potential of education, "all progressive societies have committed themselves to the universalization of education with an explicit aim of providing quality education for all."

In a society where democracy is the way of life education it is not an ornament or luxury, but an absolute necessity. An opportunity should be given to each child irrespective of caste, creed, religion, and class to receive education according to age, ability, aptitude and aspirations. Every child will develop his personality to the fullest extent possible, and contribute to progress and prosperity of the community and the country to which he belongs.

Significance of the Study

For performing the duties, school employees and teachers require effective leadership, but at the same time they need a conducive environment in the school for their proper functioning. For the overall development of students, for bringing about desirable changes in the behavior of students and making school as a means of development of community and society, good and conducive environment plays an important role. 'School Environment' here means all those conditions, resource and their integrated and interrelated activities which directly or indirectly affect the functioning of the school and professional performance and commitment of the school environment. Better is the school environment; better will be the

functioning of the school and teachers' professional commitment. In an unsuitable environment or opposing environment, the possibility of going in opposite direction becomes prominent. The quality of the school is reflected in the school environment. School environment has a direct influence on the morale and professional commitment of school teachers. Protective and positive school environment promote and motivate the teachers for their dedication and commitment.

Operational Definition

1. **School environment:** It refers to the psycho-social climate of the schools as perceived by the teachers and students. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available in the schools for teaching-learning process.

2. **Professional commitment:** Professional commitment is the spirit of a teacher he/she posses to his profession characterized by consistency, professional loyalty, professional competencies and conformity to professional standards and ethics.

Objectives of the Study

1. To find out whether there is any significant difference between male and female higher secondary school teachers in their school environment.
2. To find out whether there is any significant difference between urban and rural higher secondary school teachers in their school environment.
3. To find out whether there is any significant difference between male and female higher secondary school teachers in their professional commitment.
4. To find out whether there is any significant difference between urban and rural higher secondary school teachers in their professional commitment.
5. To find out the relationship between school environment and professional commitment and of higher secondary school teachers

Hypotheses of the Study

1. There is no significant difference between male and female higher secondary school teachers in their school environment
2. There is no significant difference between urban and rural higher secondary school teachers in their school environment
3. There is no significant difference between male and female higher secondary school teachers in their professional commitment.
4. There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.
5. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

Methodology

In this study, the investigator adopted survey method. 149 higher secondary school teachers in Virudhunagar District were selected by using a simple random technique for the

present study. The sample consisted of 149 teachers, male = 69 and female = 80. The school environment scale was prepared and validated by Shaju 2011(adopted). The tool consists of 65 positive statements. Each of the items was rated on a two-point scale. Professional commitment Scale was prepared and validated by investigator which consists of 61 items. After pilot study, seven items were removed and remaining 54 were retained.

Inferential Analysis – School Environment
Null Hypothesis 1

There is no significant difference between male and female higher secondary school teachers in their school environment.

Table 1 Significant difference between Male and Female Higher Secondary School Teachers in Their School Environment

Gender	Number	Mean	S.D	Calculated 't' value	Table Value	Remarks
Male	69	93.9130	5.32679	1.972	1.96	S
Female	80	95.5250	6.93364			

It is inferred from the above table that the calculated 't' value (1.972) is greater than the table value (1.96) for df (1.47) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female higher secondary school teachers in their school environment

While comparing the mean scores of male and female teachers, female teachers (mean = 95.5250 are better than the male teachers (mean = 93.9130) in their school environment.

Null Hypothesis 2

There is no significant difference between urban and rural higher secondary school teachers in their school environment.

Table 2 Significant difference between Urban and Rural Higher Secondary School Teachers in their School Environment

Locality of Teachers	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Urban	32	94.1875	6.11944	0.600	1.96	NS
Rural	117	94.9402	6.33040			

It is inferred from the above table that the calculated 't' value (0.600) is less than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is accepted.   It shows that there is no significant difference between urban and rural higher secondary school teachers in their school environment.

Inferential Analysis - Professional Commitment
Null Hypothesis -3

There is no significant difference between male and female higher secondary school teachers in their professional commitment.

Table 3 Significant difference between Male and Female Higher Secondary School Teachers in their Professional Commitment

Gender	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Male	69	1.31572	13.71075	2.369	1.96	**S**
Female	80	1.25752	15.92029			

It is inferred from the above table that the calculated 't' value (1.972) is greater than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school teachers in their professional commitment.

While comparing the mean scores of male and female teachers, male teachers (mean = 1.31572) are better than the female teachers (mean = 1.25752) in their professional commitment.

Null Hypothesis 4

There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

Table 4 Significant difference between Urban and Rural Higher Secondary School Teachers in their Professional Commitment

Locality of Teachers	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Urban	32	32	1.29122	0.286	1.96	**NS**
Rural	117	117	1.28262			

It is inferred from the above table that the calculated 't' value (0.286) is less than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is accepted.   It shows that there is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

Correlation
Null Hypothesis 5

There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

Table 5 significant relationship between School Environment and Professional Commitment and of Higher Secondary School Teachers

Correlation	N	Calculated "r" value	table "r" value	Remarks
School Environment and Professional Commitment	149	0.66	.019	NS

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

It is inferred from the above table that the calculated "r" value (0.66) is less the table value (0.139) at 5% level of significance. Hence, the null hypothesis is accepted. It shows

that there is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

Major Findings
Inferential analysis
1. There is no significant difference between male and female higher secondary school teachers in their school environment.
2. There is no significant difference between urban and rural higher secondary school teachers in their school environment.
3. There is significant difference between male and female higher secondary school teachers in their professional commitment.
4. There is no significant difference between urban and rural higher secondary school teachers in their professional commitment.

Correlation
1. There is no significant relationship between school environment and professional commitment and of higher secondary school teachers.

Conclusion

In light of the above findings, the following useful recommendations are suggested to improve the school environment about professional commitment. 1. Teachers may give more importance in arranging field trips, using local resources in making teaching-learning material which may help in the motivation of their students. 2. Teachers may try to take maximum benefits from the in-service courses they attend every year, as the success of all training programmes largely depends on the cooperation of the participants. It will help to create a good school environment among the teachers. 3. The present existing teacher-student ratio of 1:40 may be reduced to 1:25. This will provide an opportunity to improve the quality of education by paying individual attention to all the students in the class.

References
1. Eccles, J. S.; Midgley, C. (1989). "Stage/environment fit: Developmentally appropriate classrooms for early adolescents". In Ames, R.; Ames, C. Research on motivation in education. 3. New York: Academic Press.
2. Freinerg, H. J. (1999). "School climate: Measuring, improving and sustaining healthy learning environments". Philadelphia, PA: Falmer Press. p. 11.
3. Herscovitch, L; Meyer, J. P. (2002). "Commitment to organizational change: Extension of a three-component model". The Journal of Applied Psychology. 87 (3): 474–87.
4. Meyer, J. P.; Allen, N. J. (1991). "A three-component conceptualization of organizational commitment". Human Resource Management Review. 1: 61–89. doi:10.1016/1053-4822(91)90011
5. Postema, Gerald J. (1980). "Moral responsibility in professional ethics" (PDF). NYUL Rev. 55. Retrieved March 26, 2016.

A STUDY ON THE AWARENESS TOWARDS ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) AMONG THE HIGHER SECONDARY SCHOOL STUDENTS IN VIRUDHUNAGAR DISTRICT

Dr. P. Raja

Principal, Sri Vidya College of Education, Virudhunagar, Tamilnadu

Mrs. G. Uma Maheswari,

Assistant Professor, Sri Vidya College of Education, Virudhunagar,Tamilnadu

Abstract

In this study the researcher find out the awareness towards acquired immune deficiency syndrome (AIDS) among the higher secondary school students in Virudhunagar district by using normative survey method. The sample of the present study consisted of 200 students in Higher Secondary School in Virudhunagar District. In this Research work, the simple random sampling technique was used. The investigator developed the AIDS awareness tool with help of the guide. From the findings, there is a significant difference among Science and Arts Higher Secondary School Students the level of Awareness towards AIDS. The Science Higher Secondary School Students are having higher level of Awareness towards AIDS than the Arts Students. There is no significant difference among Rural and Urban Higher Secondary School Students and Government and Aided Higher Secondary School Students.

Introduction

AIDS causing virus was discovered independently by Luc Montagnier of Frence (1983) and Robert Keller of America (1984) which was later named as 'HIV'. No medicine has been invented for this disease. The first case of AIDS was identified in sanfrancisco and Newyork of USA. There are an estimated 40 million people living with HIV or AIDS worldwide and more than 3 million die every year from AIDS related illness.

The recent report of WHO reveals that due to ignorance and not taking proper preventive measures against disease, ,more than one chore thirty lakh adults and 10 lakh children have been afflicted with AIDS till 1993. Every day... people far more than eight lakh of people belonging to 107 countries have died of AIDS in India, cases of AIDS have been defected for the first time in 1986, at Chennai and Mumbai.

In fact in south East Asia, India and Thailand are declared countries afflicted most by this disease. In India incidence of AIDS has been recorded from Tamil Nadu A.P, M.P, Manipur states.

Statement of the Problem

The present study is A Study on the awareness towards Acquired Immune Deficiency Syndrome (Aids) among the Higher Secondary School Students in Virudhunagar District.

Objectives of the Study

The objectives of the study are given below
1. To find out the level of awareness towards acquired immune deficiency syndrome (AIDS) among the higher secondary school students in Virudhunagar district.

2. To find out the significant difference on the mean values of awareness towards acquired immune deficiency syndrome (AIDS) with respect to demographic variables such as a gender, class, subject, locality of school, type of school, locality of student residency, type of family, parents educational qualification, parents annual income.

3. To find out there is significant difference on the mean scores of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their Gender.

Hypotheses of the Study

The hypotheses of the present study are as follows

1. There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their subject.

2. There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their type of school.

3. There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their locality of school.

Methodology

The present investigation was undertaken by using normative survey method. The survey method gathers data from a relatively large number of cases at a particular time.

Sample

The sample of the present study consists of 200 students from Higher Secondary School in Virudhunagar District. In this research work, the simple random sampling technique was used.

Tools Used

The investigators developed the AIDS awareness scale and validated it. The scale consists of 50 statements. Each of the items rated on a four point scale.

Statistical Techniques Used

The Statistics such as Mean, Standard Deviation, 't' test and, 'F' test were used to verify the formulated hypothesis.

Analysis of Data

Hypothesis 1: There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their subject.

Table 1

S. No.	Subject	N	Mean	Std. Deviation	't' value
1	Science	107	75.57	7.10	2.40*
2	Arts	93	72.98	8.15	

* - Significant at 0.05 level

It is understood from the above Table 1 it is shows that the't' value,

2.40 is significant at 0.05 level. It is understood from the result that there is a significant difference among Science and Arts Higher Secondary School Students the level of Awareness towards AIDS. The Science Higher Secondary School Students are having higher level of Awareness towards AIDS than the Arts Students. Hence the framed null hypothesis is found to be rejected.

Hypothesis 2: There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their type of school.

Table 2

S. No.	Type of School	N	Mean	Std. Deviation	't' value
1	Government	100	73.94	6.52	0.79
2	Aided	100	74.80	8.73	

- Not Significant at 0.05 level

The above table 2 reveals that the 't' value, 0.79 is not significant at 0.05 level. It is understood from the result that there is no significant difference among Government and Aided Higher Secondary School Students the level of Awareness towards AIDS. The Government and Aided Higher Secondary School Students are having similar level of Awareness towards AIDS. Hence the framed null hypothesis is found to be accepted.

Hypothesis 3: There is no significant difference in mean values of the awareness towards acquired immune deficiency syndrome (AIDS) among on the higher secondary school students on the basis of their locality of school.

Table 3

S. No.	Locality of School	N	Mean	Std. Deviation	't' value
1.	Rural	98	74.57	6.35	0.36
2.	Urban	102	74.18	8.83	

Not Significant at 0.05 levels

The above table 3 reveals that the 't' value, 0.36 is not significant at 0.05 level. It is understood from the result that there is no significant difference among Rural and Urban Higher Secondary School Students the level of Awareness towards AIDS. The Rural and Urban Higher Secondary School Students are having similar level of Awareness towards AIDS. Hence the framed null hypothesis is found to be accepted.

'F' Test

There is no significant difference among Higher Secondary School Students the level of Awareness towards AIDS with respect to their Parents Educational Qualification.

Table 4

Parents Educational Qualification	Sum of Squares	DF	Mean Square	F
Between Groups	297.460	2	148.730	2.55
Within Groups	11491.779	197	58.334	
Total	11789.239	199		

Not Significant at 0.05 level.

It is understood from the above Table 4 that the 'F' value, 2.55 is not significant at 0.05 level. The result shows that there is no significant difference among Higher Secondary School Students the level of Awareness towards AIDS with respect to their Parents Educational Qualification. Hence the framed null hypothesis is found to be accepted.

Findings of the Study

1. There is a significant difference among Science and Arts Higher Secondary School Students the level of Awareness towards AIDS. The Science Higher Secondary School Students are having higher level of Awareness towards AIDS than the Arts Students.

2. There is no significant difference among Rural and Urban Higher Secondary School Students the level of Awareness towards AIDS. The Rural and Urban Higher Secondary School Students are having similar level of Awareness towards AIDS.

3. There is no significant difference among Government and Aided Higher Secondary School Students the level of Awareness towards AIDS. The Government and Aided Higher Secondary School Students are having similar level of Awareness towards AIDS.

Educational Implications

The level of the awareness towards AIDS among higher secondary school students is average. AIDS awareness has assumed enormous importance in the national and international area, since population change influence the quality of life of an individual, the family, the nation and the world as a whole. AIDS awareness has, however special significant to India, since young person's below the age of 15 years from about 45% of total population. The group is going to influence greatly the future of this country. They will become parents in a decade or more. These persons therefore need to be educated and to become wise parents who understand the benefits of more awareness to themselves and to the society, the urgency of AIDS control. Hence there is urgent need to develop more awareness about such matters amongst the students in school and colleges.

References

1. AIDS education for the student youth, A training package university talk AIDS, NSS, Ministry of HRD, New Delhi.
2. Bauman. H., Hypothesis and Adolescent drug Abusers in American Journal of Clinical Hypothesis 2000
3. Chutari. C, Awareness and knowledge about AIDS among Rural population in India.
4. Cruz. L., Dala, Education for prevention and control of AIDS, Unesco 1989
5. Gangali, HOC., Behavioural Research in Sexually, Vikas publishing House Pvt. Ltd., Delhi-2010
6. Kakkar. S., Initimate Relations Exploring Indian Sexuality penguin Books Indian Pvt. Ltd. New Delhi-2005
7. Karein, Arno, Sexually and Homosexuality-2006.
8. Kibirige K.S., Awareness among Urban out of School children, 2007.
9. Maswanya. E., Mojil. K., Knowledge and attitude towards AIDS among female college in students in Nagaski.
10. Nagmoni, Sexual behaviour and AIDS in India – 2008.
11. Nakalyoowa. D., Mabiru, Motives Effectiveness of PWAS.
12. Prakash, Dr. Raman Ganakhedkay, on the Horizon of adulthood-2011.
13. Prakash. M., and S.Matrew, Teacher manual in family life Education., Mumbai-2013.
14. Sharma, Neerja, Understanding Adolesent, NBT, New Delhi-2012.

A STUDY ON THE FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Mrs. **J. R. Jemima Rubavathi,**

PG Assistant in English Government Hr. Sec. School, Kattathurai

Dr. P. Nithila Devakarunyam

Principal, St. Christopher's College of Education, Chennai

Mrs. T. Johncy Devanesam,

Ph.D. Research Scholar, Mother Teresa Women's University, Kodaikanal

Abstract
The present study had been conducted on a sample of 332 students from Higher Secondary students from various schools of Kanyakumari district to find out the association between Family Environment and Academic Achievement of Higher Secondary School students. Random sampling technique has been used for this study .To measure the Family environment of the students "The Family Environment tool" developed by Sunitha (2005) is used. The tool contains a set of 40 statements with two alternatives against each statement representing the two possible ways. YES or NO. The marks scored by the students in their quarterly examination are taken as the measure of academic achievement. The data collected was analyzed and interpreted to draw inference using appropriate statistical methods like mean, standard deviation, Chi Square test and t-test. The results of this study reveal that there is a significant difference between the gender, religion, medium of instruction, locality, type of the school and type of the family in their family environment. Chi Square test reveals that there is a significant association between family environment and academic achievement of Hr.Sec.School students.It may be inferred that family environment influences the academic achievement of the Hr.Sec.Students chosen for the study. As a primary educational institution family has to teach letters, knowledge, skill and trade secret to all its members. Family environment affects the academic children. So parents should try to provide good family environment for their children. Student's academic achievement and their excellence in studies depend mainly on their, family environment which is very much influential in their learning process.

Introduction

A life plan in the future is needed to run a family successfully by thinking about economic condition and age. Couples should have a plan about when they want children and how many children they want. In this world, many people who are not prepared to raise their children bring up children by accident, so they ignore their responsibility as parents and treat their children badly. As a result many babies are sacrificed every year. Next, a good family should think about their living condition including their age and economic condition because the environment of housing and neighbourhood affect the children a lot. Children would want to play outside safely, and they prefer to have their own room when they become junior high school students.

Need and Significance of the Study

In order to improve the quality of education we must develop certain innovative techniques, which will enhance the educational standards. In addition to that from the student's side there must be some important steps, which form the basis for their academic

achievement. Students' needs, interest, abilities, capabilities, their pattern of studying etc. have been neglected for a long time and they were forced to learn the same thing, by the same method, by the same person in the same environment. Here the investigator thought that student's academic achievement and their excellence in studies depends mainly on their, family environment which is very much influential in their learning process. Hence, the investigator has tried to explore the relationship between family environment and academic achievement of the higher secondary students.

Objectives of the Study

1. To find out the significant difference between the Higher Secondary School students in their Family Environment with respect to gender, religion, medium of instruction, locality, type of the school and type of the family.
2. To find out the significant difference Higher Secondary School students in their Academic Achievement with respect to gender, religion, medium of instruction, locality, type of the school and type of the family.
3. To find out whether there is association between Family Environment and Academic Achievement of Higher Secondary School students.

Hypotheses of the Study

1. There is no significant difference between the Higher Secondary School students in their Family Environment with respect to gender, religion, medium of instruction, locality, type of the school and type of the family.
2. There is no significant difference between the Higher   Secondary School students in their Academic Achievement with respect to gender, religion, medium of instruction, locality, type of the school and type of the family.
3. There is no association between Family Environment and Academic Achievement of Higher Secondary School students

Review of Related Literature

Bini and sadananthan (2009) conducted a study on home environment and academic achievement among the higher secondary students. The objective of this study is to find out whether there is any significant difference in academic achievement   among   various categories of higher secondary students classified on the basis of above variables and to find out the correlation between home environment and achievement   among the higher secondary students. The sample population considered 300 XI and XII standard students in Tirunelveli District. For the purpose of the data collection, home environment inventory is used. The home environment and academic achievement are positively related. Therefore academic   achievement can be improved by improving the home environment.

Ummekulsum (2012) conducted a study on effect of home environment of Secondary school students on their personal values. The objective of this study is to find out the effect of home environment of secondary school students on their personal values and to find out the differences in personal values of Secondary School students of   Bangalore from favourable

and unfavourable home environment. A sample of 200 secondary school students from rural and urban schools of   Bangalore were selected based on stratified random sampling design.

It revealed the home environment of secondary school students was found to have critical contributions to students achievement not only in academic life but also in life as a whole. In view of this study home environment of secondary school rural and urban student which is one of the main variable influencing the personal values needs to be further studied and it is suggested the development and enrichment of values should be given due attention.

Methodology
Survey method has been used for this study.

Sampling Technique and Sample Size
Random sampling technique has been used for this study and the sample size was 332. Data has been collected from Higher Secondary students from various schools of Kanyakumari district

Selection of Tool
1. To measure the Family environment of the students "The Family Environment tool" developed by Sunitha (2005) is used. The tool contains a set of 40 statements with two alternatives against each statement representing the two possible ways. YES or NO
2. The marks scored by the students in their quarterly examination are taken as the measure of academic achievement.

Analysis and Interpretation
Table 1 t-table showing the significant difference between the Higher Secondary School students in their Family Environment with respect to gender, medium of instruction, locality and type of the family.

Variable	Category	N	Mean	S.D	t	p value
Gender	Male	168	21.28	10.17	0.39	0.00
	Female	164	25.78	4.69		
Medium of Instruction	Tamil	75	22.77	4.23	0.00	0.39
	English	257	23.71	9.09		
Locality of the school	Rural	166	20.10	9.56	0.41	0.00
	Urban	166	26.90	4.67		
Type of the family	Joint	34	22.58	11.82	0.00	0.49
	Nuclear	298	23.60	7.75		

F table showing the difference among Hindu, Christian and Muslim students in their family environment

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	277.998	2	138.999	2.055	.130
Within Groups	22248.999	329	67.626		
Total	22526.997	331			

F Table showing the Difference among the Government, Aided and Private School Students in their Family Environment

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	5363.076	2	2681.538		
Within Groups	17163.921	329	52.170	51.400	0.00
Total	22526.997	331			

Since F value is less than 0.05, null hypothesis is rejected. Hence there is a significant difference among Government, Aided and Private school students in their family environment.

Type of the school	N	Mean	Std. deviation
Government	138	23.51	4.26
Aided	91	17.90	11.92
Private	103	28.43	4.30
Total	332	23.50	8.24

t- Table showing the significant difference between the Higher   Secondary School students in their Academic Achievement with respect to gender, medium of instruction, locality and type of the family.

Variable	Category	N	Mean	S.D	t	p value
Gender	Male	168	3.64	1.35	0.741	0.45
	Female	164	3.53	1.25		
Medium of Instruction	Tamil	75	4.92	0.358	0.00	0.00
	English	257	3.00	1.22		
Locality of the school	Rural	166	4.01	1.13	0.012	0.00
	Urban	166	3.16	1.31		
Type of the family	Joint	34	3.00	1.015	0.001	0.00
	Nuclear	298	3.66	1.319		

F table showing the difference among the Hindu, Christian and Muslim students in their Academic Achievement

Source of variation	Sum of squares	df	Mean square	F	Sig
Between groups	4.581	2	2.290		
Within groups	559.708	329	1.701	1.346	0.262
Total	**564.289**	**331**			

F table showing the difference among Government, Aided and Private school students in their Academic achievement

Source of variation	Sum of squares	Df	Mean square	F	Sig
Between groups	144.037	2	72.019	56.381	0.00
Within groups	420.252	329	1.277		
Total	564.289	331			

Type of the School	N	Mean	Std. deviation
Government	138	4.34	1.091

Aided	91	3.27	1.007
Private	103	2.85	1.278
Total	**332**	**3.59**	**1.305**

The mean value of the Government school students is higher than the mean value of Aided and Private school students in their academic achievement.

Chi –Square table showing the Association between
Family Environment and Academic Achievement

Family environment and Academic achievement	Degrees of Freedom	Calculated 'χ^2' Value	Remarks at 5% Level
	4	0.023	S

From the above table , if the 'χ^2' value is less than 0.05, then the statistics is considered to be significant .Since the Significant value is 0.023 ,there is a significant association between family environment and academic achievement of Hr.Sec.School students.

Results and Discussion based on
Family Environment

The 't' test result reveals that there is significant difference between the male and female in their family environment. Female students are better than the male in their family environment. This may be due to the fact that the closeness of female students to their parents and family members are better than the male students. Male students give more importance to their peer group.

The 't' test result reveals that urban higher secondary students are better than rural higher secondary students in their family environment. This may be due to the fact that the social environment of urban higher secondary students is better than rural higher secondary students. Urban higher secondary students are exposed to better opportunities in life. They are highly supported and take care by their parents.

The 'F' test result reveals that Private higher secondary school students are better than Government and Government Aided higher secondary school students in their family environment. This may be due to the fact that more students prefer private schools out of craze of studying in English medium. They may be highly motivated by their parents and they are exposed to various media.

Academic Achievement

The 't' test result reveals that there is significant difference between Tamil medium and English medium higher secondary students in their academic achievement. Tamil medium higher secondary students are better than the English medium higher secondary students in their academic achievement. This may be due to the reason that Tamil medium higher secondary students are blessed with various opportunities to expose their talents in their mother tongue and if any problem arises in these circumstances they have the capacity to solve it in a systematic way.

The 'F' test result reveals that Government higher secondary school students are better than Government Aided and Private higher secondary school students in their academic achievement. This may be due to the reason that rural students go to Government higher secondary schools only. Thus the rural students show much courage, initiative and freedom to express their thoughts in their family. Nowadays teachers in government schools work with much involvement aiming at a good result.

Association between Family environment and Academic Achievement

Chi Square test reveals that there is a significant association between family environment and academic achievement of Hr.Sec.School students.It may be inferred that family environment influences the academic achievement of the Hr.Sec.Students chosen for the study.

Conclusion

As a primary educational institution family has to teach letters, knowledge, skill and trade secret to all its members. Family environment affects the academic children. So parents should try to provide good family environment for their children. Student's academic achievement and their excellence in studies depend mainly on their, family environment which is very much influential in their learning process.

Recommendations

1. The parents should find out their children's hidden potentialities and activate them.
2. Parents should maintain a good relationship with the teachers to know their children's behavior, performance, interest etc.
3. Parents should motivate their children by giving rewards.
4. PTA meetings should be conducted at least once in a month.
5. Seminars, workshops and periodical trainings should be organized for parents.
6. Parents should be given awareness on better family environments.
7. Family tour should be organized periodically.

References

1. Aggarwal, J.C. (2001), Theories and principals of Education, Vikas Publishing house Pvt. Ltd., New Delhi.
2. Aggarwal Y.P. (1998), Statistical methods concepts, Application and computation, Sterling publishers Pvt. Ltd., Delhi.
3. Swaroop Saxena N.R, Sikha Chaturredi(2007), Education in Emerging Indian Society, R.Lall   Book Depot, Meerut.
4. John W. Best and James V. Kahn (2006), Research in Education, Dorling Kindersley (India) Pvt. Ltd. New Delhi
5. EDUTRACKS, Vol 9, No.9, March (2010)
6. Radha Kanta Gartia (2010) "Correlates of academic achievement and family environment of graduate students", Journal of educational research and extention, Vol.47, No.3, July-September (2010)

A STUDY ON LEARNING DISABILITY AND TEST ANXIETY OF SECONDARY STUDENTS

Ms. G. Visakalakshmi

M.Ed. Scholar, S.Veerasamy Chettiar College of Education, Puliangudi, Tirunelveli Dt.

Dr. S. Anandaraj

Assistant Professor, S.Veerasamy Chettiar College of Education, Puliangudi, Tirunelveli Dt.

Abstract
        The aim of this study is to find out the relationship between learning disability and test anxiety of secondary students. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the secondary school students studying in Tuticorin district. From the population, 300 ninth standard students were randomly selected as the sample for the study. The finding reveals that the level of learning disability and test anxiety of secondary students are found to be moderate with regard to medium of instructions. The research reveals that there is a significant relationship between learning disability and test anxiety of secondary students.
Keywords*: Learning disability, Test anxiety, Secondary Students.*

Introduction

        Learning is the true imperishable riches; all other things are not riches. A man without education is like a marble in a quarry which does not shows its inherent beauty till the skill of a polisher fetches out all its beauty. According to Nunn, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity". It meets the immediate needs of a child and also prepares him for his future life. It cultivates socially refined patterns of behaviour in a child. But nowadays, people who learn more information or memorize the information are called as educated which gives some psychological problem to the students like anxiety. Anxiety can be separated into two types or categories: trait anxiety and state anxiety. Trait anxiety is an enduring personality characteristic, in which people respond on physical, psychological, and behavioral levels to anxiety producing situations with sometimes incapacitating reactions. State anxiety, on the other hand, is a more fleeting anxious reaction to a specific situation. If the situation is determined to be objectionable, then an anxious physical, psychological or behavioral reaction will be elicited. Test anxiety, which is typically referred to as a type of state anxiety. It affects people in every field of life, whenever people of all ages have to be evaluated, assessed, and graded with regard to their abilities, achievements, or interests. This anxiety leads to cognitive distraction that interferes with the student's ability to perform successfully in evaluative situations. It affects the students learning and storage of necessary information, retrieval of the necessary information. Students with learning disability are more prone to test anxiety than their typically achieving peers.

Need and Significance of the Study

        Now a day's exams are said to be a vital one in studies. Exams are hold for higher education or job oriented ones. It became a part in human life. Being afraid of hearing exams

students are unable to anxiety and fear students get fail in it. The society doesn't accept the strictness or punishment given by the teachers to the students. A student gets success only when there is a co-operation among society, parents and teachers to the students. They are the support and helping hand for the students to get successes in their exams. But sometimes the students get failed in their exams, even though there is a support from all the three.

Sometimes due to some deficiency or defects, the students are not able to prepare and write the exams properly. The pupils feel discouraged or inferior and guilty. When the teacher being strict to them. Pupils used to sit late night for study and would score high marks in exams. Even though they got high marks by taking a lot of effort, sometimes they were not able to get their desired field of education. For example if a twelfth standard students is unable to fulfil his dreams of getting his desired educational field even though he scored high marks he is filled with frustration and encircled in a pathetic circumstances which they are unable to bear or tolerate it emotionally.

As students get low marks in their higher studies entrance exams, their dreams have been collapsed and they couldn't tolerate the disappointed situation Parents, teachers and moreover the society has the responsibility for those kind of students to keep them away from the depression and teach them to be optimistic in choosing their department in higher education. The exams are the reason for the depression, anxiety, tension, and expectation of success. Students must be taught how to remove their fear, anxiety and tension. They must concentrate only in studies. They should be taught that they should consider success and failure as the same because they are not permanent in our life. Only changes are permanent in this world.

The society must teach them to be courageous, withstanding, and optimistic. They must have different thought provoking ideas which can be implemented in their life to achieve their goal. They must not be getting depressed if they lose their single chance. Self confidence and trust their future to be a bright one. Therefore the investigator undertakes a study on learning disability and test anxiety of secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.
1. To find out the level of learning disability and test anxiety of secondary students with regard to medium of instruction.
2. To find out whether there is any significant difference between Tamil and English medium students in their learning disability and test anxiety.
3. To find whether there is any significant relationship between learning disability and test anxiety of secondary students.

Hypotheses

1. There is no significant difference between Tamil and English medium students in their learning disability and test anxiety
2. There is no significant relationship between learning disability and test anxiety of secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of "Learning disability inventory" comprises of 44 items which was developed by Anantha jothi and Anandaraj (2016). "Test anxiety scale" comprises of 34 questions, which was developed and validated by the G. Visakalakshmi (investigator) and Dr. S. Anandaraj (Research supervisor) in 2017. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 secondary students studying in Tuticorin District. The data were analysed using level and correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Objective 1

To find out the level of learning disability and test anxiety of secondary students with regard to medium of instruction

Table 1 Level of learning Disability and test Anxiety of Secondary Students with regard to Medium of Instruction

Variable	Learning disability						Test anxiety					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Tamil	32	16.2	134	68.0	31	15.7	37	18.8	141	71.6	19	9.6
English	12	11.7	80	77.7	11	10.7	8	7.8	77	74.8	18	17.5

It is inferred from the above table that 16.2% of Tamil medium secondary students have low 68.0% of them have moderate and 15.7% of them high level of learning disability. 11.7% of English medium secondary students have low 77.7% of them have moderate and 10.7% of them have high level of learning disability.

18.8% of Tamil medium secondary students have low 71.6% of them have moderate and 9.6% of them high level of test anxiety 7.8% of English medium secondary students have low 74.8% of them have moderate and 17.5% of them have high level of test anxiety.

Ho1: There is no significant difference between Tamil and English medium secondary students in their learning disability and test anxiety.

Table 2 Significant Difference between Tamil and English medium secondary students in their learning disability and Test Anxiety

Variable	Gender	N	Mean	SD	Calculated Value	Remark
Learning disability	Tamil	197	88.11	15.577	0.485	NS
	English	103	88.90	12.123		
Test anxiety	Tamil	197	54.49	15.805	3.727	S
	English	103	61.22	14.327		

(at 5% level of significance the table value of 't' is 1.96, NS- Not Significant, S- Significant)

It is inferred from the above table that there is no significant difference between Tamil and English medium secondary students in their learning disability. But there is significant difference between Tamil and English medium secondary students in their test anxiety.

While comparing the mean scores of Tamil and English medium secondary students, English medium (mean = 61.22) students are having high test anxiety than the Tamil medium (mean = 54.49) students.

Ho2: There is no significant relationship between learning disability and test anxiety of secondary students.

<div align="center">

Table 3 Relationship between Learning disability and
Test Anxiety of Secondary Students

</div>

Variables	N	Calculated 'r' value	Remarks
Learning disability and Test Anxiety	300	0.251	S

(at 5% level of significance, the table value of 'r' is 0.113, S- Significant)

It is inferred from the above table that, there is significant relationship between learning disability and test anxiety of secondary students.

Findings of the Study

The major findings derived from the study are:

1. The level learning disability and test anxiety of secondary students are found to be moderate with regard to medium of instruction.
2. There is a significant difference between Tamil and English medium secondary students in their test anxiety. English medium students are having high test anxiety than the Tamil medium students.
3. There is a significant relationship between learning disability and test anxiety of secondary students.

Conclusion

Individual differences among students affect their performance of their life. Some students learn quickly and someone learn slowly in different subject. Today we have to give more attentions to the students who are learning disabled. Many of them become problematic children and have some anxiety when facing the test. Due to this they become dull and develop inferior feelings and become nervous and submissive. This study reveals that, there is a positive correlation between learning disability and test anxiety. Students with learning disability may be suffering from test anxiety. Learning disabled students had a greater chance of experiencing worry, inattentiveness and cognitive obstruction. This may affect their confident to face the examination which was conducted by the school. The norms should be formed by the government for each and every school to give self-confidence programs for the learning disabled students. The teachers motivate his pupils that make them more self-confidence to face the examination without fear.

References

1. Anantha jothi, S., & Anandaraj, S. (2017). Learning disabilities and self confidence of secondary students – a correlation analysis. Indian journal of applied research, 7(8), 511-512.

2. Aruna Mohan. (2005). Psychological foundations of education. New Delhi: Neelkamal publications Pvt.Ltd,.

3. Laura Eckler Johnson. (2007). Treating Test Anxiety in Students with Learning Difficulties: An Exploratory Study (Doctoral dissertation, Florida State University Libraries). Retrieved from
   https://diginole.lib.fsu.edu/islandora/object/fsu:181916/datastream/PDF/view

4. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: Prentice hall of India Pvt ltd.

5. Radha Mohan (2011). Research methods in Education, New Delhi: Neelkamal publications   Pvt, Ltd., 2011:58.

6. Samir kumar lenka, & Ravi kant. (2012). A study of academic anxiety of special need's children in special reference to hearing impaired and learning disabled. International Journal of Multidisciplinary Research, 2(2), 64-72. Retrieved from www.zenithresearch.org.in

7. Wallace, G. & McLoughlin, J.A., (1979). Learning Disabilities: Concepts and characteristics (2nd ed.), Columbus, OH: Merrill.

SCIENTIFIC ATTITUDE AND TEACHING COMPETENCY OF SECONDARY SCIENCE TEACHERS – A CORRELATION STUDY

Dr. T. Ranjith Kumar

Assistant Professor, S. Veerasamy Chettiar College of Education, Puliangudi,Tirunelveli Dt

Mr. A. Balamurugan

M.Ed Scholar, S. Veerasamy Chettiar College of Education, Puliangudi Tirunelveli Dt

Abstract

The main objectives of the study were to find out the level of scientific attitude and teaching competency of secondary science teachers and to find out the relationship between scientific attitude and teaching competency of secondary science teachers. The sample consists of 120 secondary science teachers randomly selected from 20 high and higher secondary schools of Thoothukudi district of Tamil Nadu. Scientific Attitude Scale and Teaching Competency Scale were used as tools to collect data. The research reveals that the level of scientific attitude and teaching competency of secondary science teachers was moderate and there is significant relationship found between scientific attitudes and teaching competency of secondary science teachers.

Keywords: Scientific Attitude, Teaching Competency, Secondary Science Teachers.

Introduction

Scientific attitude removes superstitions, false beliefs wrong notions spread in the society and cultivate the habit of proper reasoning, observations, experimentation, problem solving (Sharma, 2009). Scientific Attitude is the most important outcome of science teaching. Though some people view the Scientific Attitude as the byproduct of teaching science, yet a majority of the people consider it as equally important as knowledge aspect. Scientific Attitude is of very significant concern in the process of science education. Scientific attitude is the combination of many qualities and virtues which is reflected through the behaviour and action of the person. These persons are open minded, experiment oriented, systematic in approach, posses love for knowledge, intellectually honest, unbiased, truthful and posses scientific temper. (Tripathi, 2005).

Teaching is a deliberate and persistent activity which is calculated to vitalize the mind of the young with mental pabulum that has to be not only palatable but also rich in the constructive elements of culture. That is how the work of the teacher has come to be regarded as Educreation instead of mere Education. Therefore people with high intellectual caliber, quick with imagination and resourcefulness, should take to the teaching profession so as to sustain the interest of the young and ignite them into constructive activity along the lines of their natural aptitudes and in accordance with the urgent needs of gainful occupation. Teaching competency is the skill, ability and capability possessed by the teacher so as to make the teaching -learning effective and productive there by realizing the full potential of teacher as well as students and in turn achieving the goals of education (Anisha, 2008). Competent teaching demands exceptional qualities – intellectual, moral, physical, emotional and a sincere devotion to human betterment (Gould & Yoakam, 1947).

Significance of the Study

Science is playing a major role in the present age to satisfy the needs and desires of the people and it has also becomes one of the major human activities. Science Education by virtue of the fact that it provides more developments of the scientific aptitude required of an individual in the Secondary schools is likely to be associated with the scientific attitude on academic achievement in science of the students. Scientific attitude is the way of thinking reasonably, logically and clearly without any prejudice or preconceived notion. It is necessary because unscientific thinking can create problem for the world. Science teaches us how to think correctly. It tells us not to accept a statement as fact unless we are given proof of it. Science teaches us not to jump to conclusions. Verify your facts, then only form a conclusion. Science shows us how to gather sufficient facts before arriving at a conclusion. This is the age of science, of logic. Every effect has a cause, a reason. Nothing happens that cannot be explained. Unscientific thinking can bring down a nation and impede its progress.

Any definition of teaching Competency depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context (Pranjal Nagar, 2017). The effectiveness or ineffectiveness of teaching is closely linked to teaching Competency. Competent teacher would also create classroom conditions and climate, which are conducive for student learning. Teaching competency has various dimensions such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. While the teacher would require all these dimensions to a reasonable extent, it is in the manifestation of these in an integrated manner that makes him effective in the classroom context. In this view this study intends to find the relationship, if any, between scientific attitude and teaching competency of secondary science teachers.

Objectives of the Study

1. To find out the level of scientific attitude and teaching competency of secondary science teachers with regard to Gender.
2. To find out the significant relationship, if any, between scientific attitude and teaching competency of secondary science teachers.

Method Adopted

Survey method was adopted for the present study.

Population and Sample

The population for the study consists of all the secondary science teachers working in high and higher secondary schools of Thoothukudi district, Tamil Nadu.

The sample consists of 120 secondary science teachers from 20 high and higher secondary schools of Thoothukudi district, Tamil Nadu.

Tools Used

1. **Scientific Attitude Scale** consists of 34 statements developed and validated by Mr. A. Balamurugan (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2017.
2. **Teaching Competency Scale** consists of 40 statements developed and validated by Sumathi and Sheela in 2010.

Analysis of Data

The statistics employed in the study were percentage analysis and 'r' test. The analyses were presented in the following tables.

Table 1 Level of Scientific Attitude of secondary science teachers with regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Scientific Attitude	Male	44	2	4.5	35	79.5	7	15.9
	Female	76	6	7.9	55	72.4	15	19.7

It is inferred from the above table that 4.5% of the male secondary science teachers have low, 79.5% of them have average and 15.9% of them have high level of Scientific Attitude. It is also inferred that 7.9% of the female secondary science teachers have low, 72.4% of them have average and 19.7% of them have high level of Scientific Attitude.

Table 2 Level of Teaching Competency of
Secondary Science teachers with Regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Teaching Competency	Male	44	1	2.3	38	86.4	5	11.4
	Female	76	5	6.6	62	81.6	9	11.8

It is inferred from the above table that 2.3% of the male secondary science teachers have low, 86.4% of them have average and 11.4% of them have high level of Teaching Competency. It is also inferred that 6.6% of the female secondary science teachers have low, 81.6% of them have average and 11.8% of them have high level of Teaching Competency.

H$_0$1: There is no significant relationship between Scientific Attitude and Teaching Competency of secondary science teachers.

Table 3 Relationship between Scientific Attitude and Teaching Competency of
Secondary Science Teachers

Scientific Attitude		Teaching Competency		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
17592	2587688	21644	3912634	3178017	0.573	S

Table value of 'r' is 0.174, S – Significant (Biswal & Dash, 2006).

It is inferred from the above table that the calculated 'r' value (0.573) is greater than the table value (0.174) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant relationship between Scientific Attitude and Teaching Competency of secondary science teachers.

Findings

1. 4.5% of the male secondary science teachers have low, 79.5% of them have average and 15.9% of them have high level of Scientific Attitude.
2. 7.9% of the female secondary science teachers have low, 72.4% of them have average and 19.7% of them have high level of Scientific Attitude.
3. 2.3% of the male secondary science teachers have low, 86.4% of them have average and 11.4% of them have high level of Teaching Competency.
4. 6.6% of the female secondary science teachers have low, 81.6% of them have average and 11.8% of them have high level of Teaching Competency.
5. There is significant relationship between Scientific Attitude and Teaching Competency of secondary science teachers.

Educational Implications

From the study the investigator recommended that, the school managements should allow and allot adequate funds and facilities to their teachers to involve in research activities. This may improve their scientific attitude. The teacher with higher scientific attitudes may inspire their students to know the depth of the science and improve their scientific attitude through school laboratory activities. In-service training should be given to secondary science teachers to improve their scientific attitude. Providing opportunity for the analysis of problem situation also helps to reset intellectually in the development of scientific attitude among teachers. The school management should allot adequate funds to improve their laboratory facilities and other facilities to improve the scientific attitude and teaching competency of the teachers.

References

1. Anisha. (2008). Relationship between self efficacy and teaching competency of secondary teacher education students. New frontiers in Education, 41(3), 305-317.
2. Biswal, B., & Dash, P.C. (2006). Statistics in Education & Psychology. New Delhi: Dominant Publishers and Distributors.
3. Gould, George., & Yoakam, Gerald Alan. (1947). The Teacher and his work, New York: The Ronald Press Company.
4. Pranjal Nagar. (2017). Influence of Emotional Intelligence and Spiritual Intelligence on Teaching Competencies. Solapur: Laxmi Book Publication.
5. Sharma, P. (2009). Teaching of Life Science. New Delhi: APH Publishing Corporation.
6. Tripathi, Salil. (2005). Teaching of Physical Science. New Delhi: Dominanat Publishers and Distributors.

A Journal

on

Educational Research