EDUREACH : VOC JOURNAL OF EDUCATIONAL RESEARCH
(A Blind Peer Reviewed Half Yearly Journal)
V.O.CHIDAMBARAM COLLEGE OF EDUCATION
(Govt. Aided & Re- Accredited by NAAC with "B" Grade)
THOOTHUKUDI – 628 008.
E-mail id : vocceedureach@gmail.com, edureach@voccedn.org
Phone: 0461- 2310600, Fax : 0461- 2310275

Dear Readers and Well-wishers,

Greetings from Edureach : VOC Journal of Education!

It is our great pleasure and gratitude that we release this issue with the blessings of our honourable founder secretary, Kulapathy Shri.A.P.C.Veerabahu. We express our sincere thanks to the faculty members, research scholars and academicians who are committed to the core of education for extending their generous heart in encouraging and motivating our team in bringing out this journal successfully.

We are living in a world of information explosion. As we know, an unprecedented informative revolution is taking place in many sectors of our society during this covid-19 pandemic, education is not an exception. It has transformed from classroom atmosphere to virtual system of education. Education, in a planned social order should aim to develop insight into the whole pattern of life in all its inter play of changing conditions. Education should train persons to visualise a phenomenon or a problem in the context of the whole configuration. We have to educate a person who trusts his/her imagination without losing sight of concrete facts, who can see the inter relationship of functions and values without being overwhelmed by their multitude and diversity; who strives for quality, integration and character building through various skills.

True development of character is the manifestation of perfection and personal maturity Which consists of steady ordering, systematizing, redirecting the quality and quantity. Character development is nothing, if there is no self development. The highest education is that which does not merely give us information, instead makes our life in harmony with all existence.

Aristotle once said that educating the mind without educating the heart is not education at all, even as we impart education to match the advancement in teaching and globalization. Very few have fully realized the wealth of sympathy, kindness and generosity hidden in the soul of others. The effort of every educator should unlock that treasure and we at educatorf need to propagate and reflect on the entire educational system.

This journal is consisting of six papers in the area of leadership qualities, emotional intelligence on stress coping ability and social responsibility, health behaviour and influence of mass media on academic achievement of student. Edureach journal has its own uniqueness and it continues to publish excellent articles in our journal. It is time for us to look at the journal as truly national and continue to work hard to help the journal in climbing up the ranking ladder.

We warmly welcome the better articles that discuss new ideas and research directions, original articles that can create deep interest in the readership of the journal. We thank the entire editorial board and reviewers for all their support. Comments and suggestions are always welcome.

With Regards,

Editorial Board

LEADERSHIP QUALITIES AMONG STUDENT TEACHERS

** R.Radha and ** Dr.S.Vasanthi*

Abstract

Leadership is one of the most investigated areas of classroom management. This is because of two reasons. First, leadership occupies a central position in the field of classroom management. Secondly, the illusive character of leadership has fascinated researchers. Simply stated leadership is the process of influencing the behaviour of others towards the accomplishment of goals in a given situation. A leader must have followers. Lead whom? Leadership does not exist in vacuum. Leadership cannot exist without a group of followers. A person can be called a leader only when people accept him and agree to be influenced. He must receive habitual obedience from his team of followers: Leadership cannot be imagined without followers. Leadership is a working relationship between the leader and his followers. This means that the leader must be an active participant in the activities of the group. There must be community of interest between the leader and his followers. This study, in this regard, deals with Leadership Qualities among student teachers. The investigator has used The Leadership Quality Inventory which was developed by Muthumanikam(2001). This study used percentage analysis and 't' test for analyzing the data. The objective of the study was to find out whether there is any significant difference between male and female student teachers in their leadership qualities and its dimensions with respect to Community, Marital Status, Qualification and Major Subject. The finding of the study is that there was no significant difference between male and female student teachers in their leadership qualities and its dimensions with respect to Community, Marital Status, Qualification and Major Subject.

Keywords : *Leadership Quality, Personality trait, Personal trait.*

Introduction

Leadership is a social interaction-influence process between the leader and his followers. It is an interpersonal process of influencing behaviour. A person's leadership position exists only in relation to people not things. A leader is one who holds a way over the attitude, actions and behaviour of a group of persons. Followers may also influence the attitude and behaviour of the leader to some extent but interacting with him. The purpose of leadership is to achieve some common goals. The process of influencing and interacting is rational in the sense that it is goal-directed. A leader seeks to make the followers strive willingly to accomplish group objectives.

Leadership is the ability to secure desirable actions from a group of followers voluntarily, without the use of coercion. Leadership is a continuous and dynamic process of influencing behaviour. It is also a psychological process. It is complex and multi-dimensional in character. The dimensions of Leadership Qualities are: Physical Trait, Personality Trait, Social Trait and Personal Trait.

Significance of the study

Teacher plays a significant role in implementing the plans and programmes of the school. The teacher is in a position to foster and support changes in the school or community. The teacher's behaviour is reflected in the behaviour of students. The teachers should lead the students and help them to do their work in a successful manner. When teachers take on leadership roles beyond the classroom their schools can become more democratic than dictatorial, and everyone benefits. The teacher should not be an autocratic or democratic. He should act according to the situation. Teacher is the man who frames the structure of the student and community. The study

** Research Scholar, V.O.C.College of Education, Thoothukudi.*

***Principal, N.K.T.National College of Education for Women, Chennai.*

about leadership qualities among student teachers is essential to portray the standard of the teachers.

Sampath (2014) conducted a study on an investigation into leadership preference of under graduates and found that there was no significant difference between boys and girls, Localities of the under graduates where they belong to under graduate degree courses, they pursue in respect of their mean scores of Leadership preference. Rodriguez- Ponce, Emile, Pedraja-RajasLiliana (2015) conducted a study on effects and implications of strategic decisions in university institutions and the results showed that leadership styles, dissimila rity and values congruence had an influence over the rationality politicization, conflict, flexibility and procedural justice in the strategic decision-making process.

Hence the present study tries to investigate the leadership qualities among student teachers.

Objectives of the study

1. To find out the level of Leadership Qualities and its dimensions of student teachers with respect to Community, Major Subject and Marital Status.
2. To find out whether there is any significant difference between male and female student teachers with UG as educational qualification in their Leadership Qualities and its dimen sions.
3. To find out whether there is any significant difference between male and female BC student teachers in their Leadership Qualities and its dimensions.
4. To find out whether there is any significant difference between male and female student teachers whose major subject is language in their Leadership Qualities and its dimensions.
5. To find out whether there is any significant difference between married male and female student teachers in their Leadership Qualities and its dimensions.

Method

Survey method was adopted for the study. The population of the study includes the prospective student teachers in Ramanathapuram District. **S**imple random sampling technique was used to select the sample. 262 student teachers were randomly selected from 8 colleges of Education in this district. The investigator used The Leadership Quality Inventory which was developed by Muthumanikam(2001).

Percentage Analysis, t-test and F-test were used for analysis of data.

Analysis of Data

To find out the level of Leadership Qualities and its dimensions of student teachers with respect to Community, Major Subject and Marital Status.

Table 1a : Level of Leadership Qualities and its Dimensions of Male student teachers with respect to Community.

Dimensions	Cate gory	Low		Average		High	
		count	%	count	%	count	%
Physical trait	BC	11	17.2	48	75.0	5	7.8
	MBC	5	14.3	26	74.3	4	11.4
	SC/ST	6	18.8	21	65.6	5	15.6
Personality trait	BC	13	20.3	34	53.1	17	26.6
	MBC	7	20.0	22	62.9	6	17.1
	SC/ST	6	18.8	22	68.8	4	12.5
Social trait	BC	14	21.9	36	56.3	14	21.9
	MBC	7	20.0	22	62.9	6	17.1
	SC/ST	6	18.8	25	78.8	1	3.1
Personal trait	BC	12	18.8	38	59.4	14	21.9
	MBC	9	25.7	23	65.7	6	17.1
	SC/ST	7	21.9	19	59.4	6	18.8
Leadership Qualities	BC	16	25.0	32	50.0	16	25.0
	MBC	6	17.1	23	65.7	6	17.1
	SC/ST	10	31.3	16	50.0	6	18.8

Table 1b : Level of Leadership Qualities and its Dimensions of Male student teachers with respect to Major subject.

Dimensions	Cate gory	Low		Average		High	
		count	%	count	%	count	%
Physical trait	Language	10	22.7	30	68.2	4	9.1
	Arts	5	10.6	37	78.7	5	10.6
	Science	6	15.0	32	80.0	2	5.0
Personality trait	Language	8	18.2	36	81.8	0	0.0
	Arts	8	17.0	29	61.7	10	21.3
	Science	9	22.5	25	62.5	6	15.0
Social trait	Language	10	22.7	26	59.1	8	18.2
	Arts	11	23.4	29	61.7	7	14.9
	Science	7	17.5	27	67.5	6	15.0
Personal trait	Language	10	22.7	34	77.3	0	0.0
	Arts	10	21.3	30	63.8	7	14.9
	Science	7	17.5	25	62.5	8	20.0
Leadership Qualities	Language	12	27.3	22	50.0	10	22.7
	Arts	9	19.1	30	63.8	8	17.0
	Science	9	22.5	24	60.0	7	17.5

Table 1c : Level of Leadership Qualities and its Dimensions of Male student teachers with respect to Marital Status

Dimensions	Category	Low		Average		High	
		count	%	count	%	count	%
Physical trait	Married	9	16.4	39	70.9	7	12.7
	Unmarried	12	15.8	53	69.7	11	14.5
Personality trait	Married	11	20.0	39	70.9	5	9.1
	Unmarried	18	23.7	48	63.2	10	13.2
Social trait	Married	7	12.7	36	65.5	12	21.8
	Unmarried	17	22.7	51	67.1	8	10.5
Personal trait	Married	10	18.2	35	63.6	10	18.2
	Unmarried	16	21.1	49	64.5	11	14.5
Leadership Qualities	Married	10	18.2	37	67.3	8	14.5
	Unmarried	17	22.4	48	63.2	11	14.5

The level of Leadership Qualities and its Dimensions of student teachers with respect to Community, Major Subject and Marital Status is average.

Null Hypothesis: 1

There is no significant difference between UG qualified male and female student teachers in their Leadership Qualities and its dimensions

Table 2 : Significant difference between UG qualified male and female student teachers in their Leadership Qualities and their Dimensions.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical trait	Male	78	14.05	2.44	0.91	NS
	Female	101	14.38	2.29		
Personality trait	Male	78	16.31	3.29	1.75	NS
	Female	101	15.50	2.76		
Social trait	Male	78	15.74	3.35	0.33	NS
	Female	101	15.59	2.43		
Personal trait	Male	78	16.15	3.07	0.43	NS
	Female	101	16.35	2.81		
Leadership Qualities	Male	78	62.26	9.20	0.34	NS
	Female	101	61.81	7.73		

(The table value at 5% level of significance is 1.97)

It is inferred from the above table that there is no significant difference between male and female student teachers with UG as educational qualification in their leadership qualities and its dimensions, as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis : 2

There is no significant difference between male and female BC student teachers in their Leadership Qualities and its Dimensions

Table 3 : Significant difference between male and female BC student teachers in their Leadership Qualities and its Dimensions.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical trait	Male	64	14.20	2.18	0.24	NS
	Female	90	14.29	2.30		
Personality trait	Male	64	16.34	3.29	1.11	NS
	Female	90	15.79	2.71		
Social trait	Male	64	15.94	3.35	0.51	NS
	Female	90	15.69	2.38		
Personal trait	Male	64	15.92	3.26	1.24	NS
	Female	90	16.53	2.67		
Leadership Qualities	Male	64	62.41	10.33	0.07	NS
	Female	90	62.30	7.35		

(The table value at 5% level of significance is 1.97)

It is inferred from the above table that there is no significant difference between male and female BC student teachers in their leadership qualities and its dimensions, as the calculated 't' value is less than the table value. Hence the null hypothesis is accepted.

Printed by The Uma Press, Published by V.O.Chidambaram College of Education, on behalf of V.O.Chidambaram Educational Society and Printed at The Uma Press, 25 Railway feeder Road, Tirunelveli Town, Tirunelveli - 627006 and Published at V.O.Chidambaram College of Education, Palayamkottai Road, Thoothukudi - 628008 Editor : Dr. T. Kanakaraj.

Null Hypothesis : 3 There is no significant difference between the male and the female student teachers whose major subject is language in their Leadership Qualities and its Dimensions.

Table 4: Significant difference between male and female student teachers whose major subject is language in their Leadership qualities and its Dimensions.

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical trait	Male	44	13.68	2.43	2.10	S
	Female	38	14.79	2.34		
Personality trait	Male	44	16.18	4.11	0.07	NS
	Female	38	16.24	2.66		
Social trait	Male	44	15.77	3.65	0.49	NS
	Female	38	16.11	2.46		
Personal trait	Male	44	16.39	3.30	0.44	NS
	Female	38	16.68	2.85		
Leadership Qualities	Male	44	62.02	10.72	0.86	NS
	Female	38	63.82	8.02		

(The table value at 5% level of significance is 1.99)

It is inferred from the above table that there is no significant difference between male and female student teachers whose major subject is language in their leadership qualities and its dimensions personality, social, personal traits, as the calculated 't' value is less than the table value. And there is a significant difference between male and female student teachers whose major subject is language in their leadership qualities and its dimension - physical trait, as the calculated 't' value is greater than the table value. While comparing the mean scores of the male (Mean=13.68) and of the female (Mean=14.79) student teachers in their physical trait, the female student teachers are better than the male student teachers.

Null Hypothesis : 4

There is no significant difference between married male and female student teachers in their Leadership Qualities and its Dimensions

Table 5 : Significant difference between married male and female student teachers in their Leadership qualities and its Dimensions

Dimensions	Category	N	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical trait	Male	28	13.75	2.80	0.35	S
	Female	55	13.96	2.21		
Personality trait	Male	28	15.54	3.79	0.67	NS
	Female	55	16.07	2.67		
Social trait	Male	28	15.54	3.17	0.15	NS
	Female	55	15.64	2.10		
Personal trait	Male	28	15.68	3.51	2.31	NS
	Female	55	17.35	2.14		
Leadership Qualities	Male	28	60.50	11.64	1.05	NS
	Female	55	63.02	7.11		

(The table value at 5% level of significance is 1.99)

It is inferred from the above table that there is no significant difference between male and female married student teachers in their leadership qualities and its dimensions – physical, personality, social traits and leadership qualities, as the calculated 't' value is less than the table value. And there is a significant difference between male and female married student teachers in their leadership qualities and its dimension - personal trait, as the calculated 't' value is greater than the table value. While comparing the mean scores male (Mean=15.68) and female (Mean=17.35) student teachers in their personal trait, female student teachers are better than male student teachers.

Findings

1. The level of Leadership Qualities and its Dimensions of student teachers with respect to Community, Major Subject and Marital Status is average.
2. There is no significant difference between male and female student teachers with UG as educational qualification in their Leadership Qualities and its Dimensions.
3. There is no significant difference between male and female BC student teachers in their Leadership Qualities and its Dimensions.
4. There is significant difference between male and female student teachers whose major subject is language in their Leadership Qualities and its Dimension-Physical trait.

.....continue page no. 20

EFFECT OF ADVANCED ORGANIZER MODEL OF TEACHING ON ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL STUDENTS IN BIOLOGY

**** N.V. Bharathi and ** Dr. R. Praveen***

Abstract

An advance organizer is a cognitive instructional strategy used to promote the learning and retention of new information. Keeping in view the importance of Advance Organizer Model in teaching-learning process a study was conducted. The sample of the study included 60 students of class VI. Intelligence test was used to select experimental and control groups. A group of 30 students were taught through Advance Organizer model (experimental group) whereas the other group of 30 students were taught by using traditional method (control group). Pre-test and posttest design is used. The findings of the study showed that the students belonged to the experimental group taught by advanced organizer model significantly have better academic achievement in biology than those students who belonged to the control group. Thus, advanced organizer model ***is*** *proved to be an effective intervention to help the students become active learners and enhance their academic achievement. From this study it was found that Advanced Organizer Model is more effective than traditional method of teaching on achievement of students in Biology.*

Keywords : *Advance organizer model, intelligence test, achievement test, experimental method*

Introduction

The progress of a nation depends upon its enlightened future. Education plays an important role in the progress of an individual's mind and country. Ignorance and poverty are major speed-breakers in the swift developing country and can be overcome easily through education. The citizens of tomorrow are shaped in today's classrooms. The educationists, teachers, and researchers, who fully understand the crucial role of classroom in national development, are constantly engaged in improving it. A close scrutiny of an average classroom and the activities that are going on there reveal several short comings. The classrooms are poorly designed, ill-equipped, and often overcrowded. The atmosphere is either authoritarian or disorganized. In such an environment the talented and the gifted are snubbed, and the slow learner is ignored. Abilities like critical thinking, originality, and creativity are blocked. gets upper hand and the quality of education suffers. There are many powerful models of teaching designed to bring about particular kinds of learning and to help students become more effective learners. As educators, we need ability to identify these models and to select the ones we will master in order to develop and increase our own effectiveness. Models of teaching enhance the ability of students to achieve various learning objectives. Thus, in a very real sense, increasing aptitude to learn is one of the fundamental purposes of these models.

Operational Definitions

Traditional Teaching Method: The method by which teacher teaches in class room is traditional teaching method.

Advanced Organizer Model(AOM): The model in which advanced organizer is presented with explanation, integrative reconciliation and critical study and in which also idea is cleared is an advanced organizer model.

Need and significance of the study

In the words of Joyce and Weil, a model of teaching is a strategy or approach that can be used to shape curricula, to design instructional material

**Research Scholar, CMR University, Bangalore.*
***Registrar, CMR University, Bangalore*

and to use such instruction in the classroom settings. In the present context, education focuses on Discovery learning, problem-solving, self-motivated learning, meaningful learning. These methods help the learners to become innovative, creative, enhance academic achievement which is the need of present education system. Hence the researcher found need to study the effect of above mentioned model to investigate into effectiveness in bringing about desire learning outcomes. There is a need to study AOM because,

i. Organizing concepts provide a conceptual structure on which the course is built.
ii. It strengthens students' cognitive structure.
iii. Facilitates their acquisition and retention of information.
iv. Through AOM student may learn on his own.
v. It avoids fall back to learning by rote.
vi. It promotes active processing of information meaningfully.

Keeping these views there is need to implement Advance Organizer model in improving academic achievement in Biology. So the researcher has chosen Advance Organizer model to see its effectiveness on academic achievement of primary school students in Biology.

Objectives of the Study

The main objectives of the study are

1. To develop an "Advance organizer model" in Biology for VI standard State Board English medium students.
2. To find out the effect of Advance Organiser Model of teaching on academic achievement of primary school students in biology.

Null Hypotheses

The following null hypotheses have been formulated.

1. There is no significant difference in the pretest scores of achievement in Biology of control and experimental group.
2. There is no significant difference in the post test scores of achievement in Biology of control and experimental group.

Methodology

Experimental design was adopted. The students of the experimental group were taught using lesson transcripts based of Advanced Organizer model and the other group using traditional method of teaching. After the treatment the post test was too administered to both the groups. The collected data were subjected to the statistical analysis and the results obtained were interpreted.

The sample included both boys and girls.These 60 students were studying in sixth standard under the State board English medium school in Bangalore.

The tool on achievement in biology is developed and validated by the researcher. The statistical technique used was' t' – test.

Analysis and Interpretation

Null Hypothesis-1 : There is no significant difference in the pretest scores of achievement in Biologyof control and experimental group.

Table1 : Comparative mean scores of Pretest scores of experimental group and control group

GROUP	N	Mean	S.D	't' Value	Signifi -cance
Experimental Group	30	16.92	6.86	1.023	NS
Control group	30	15.35	4.16		

From table-1, It is found that obtained't' value of experimental group and control group with respect to their achievement in biology is less than the table value. Hence the hypothesis -1 is accepted and there is no significant difference between the experimental group and the control group in their achievement in Biologyin the pre- test. Therefore, it may be concluded that, the experimental and control group were alike and equal with reference to achievement in Biologyin before subjected to experimentation.

Null Hypothesis-2 : There is no significant difference in the post test scores of achievement in Biologyof control and experimental group.

Table-2 Comparative mean scores of post test scores of experimental group and control group

GROUP	N	Mean	S.D	't' Value	Legal of Significance	Signifi -cance
Experimental Group	30	22.18	4.82	7.18	0.01	S
Control group	30	16.21	2.31			

From table-2, It is found that obtained't' value of experimental group and control group with respect to their achievement in Biologyis greater than the table value. Hence the hypothesis -2 is rejected and alternative hypothesis is accepted. There is significant difference between the experimental group and the control group in their achievement in Biology in the post- test. Therefore, it may be concluded that, the experimental group shows better with respect to achievement in Biology than the control group after subjected to experimentation.

Summary of the findings

There is a significant difference in achievement of students of standard VI from English Medium of the scores achieved in advanced organizer model and the mean score of students taught by advanced organizer model is greater than the mean score of student taught through traditional method of teaching. The students who belonged to the experimental group which is taught by advanced organizer model significantly have better achievement in Biology than those students who belonged to the control group. Consequently, the advanced organizer model proved to be an effective intervention to help the students become active learners and enhance their achievement in biology.

Conclusion

Based on the findings of the research, the following conclusions were reached:

- The group taught using advanced organizer model had performed better than the group taught using the traditional lecture method.
- The use of advanced organizer model significantly and positively enhanced the achievement in biology.
- Students are more interested and motivated to do the activities in learning through advanced organizer model.

References

Alexander, L., Frankiewicz, R., and Williams, R. (1979). Facilitation of learning and retention of oral instruction using Advance and post organizers. ***Journal of Educational Psychology,*** 71, 701-707.

Allen, Jany (1970). Some effects of Advance Organizer and levels of question in the learning and retention of written Social Science material. *Journal of Educational Psychology*, 61 (5), 333-339.

Aman, Stanley Gene (1981). The influence of an AO on transfer on program construction situation for industrial arts students.*Dissertation Abstracts International,* 42 (8), 3473 A.

Government of Karnataka, "Science Part II – Biology for IX standard".

Hooda Jai Parkash and Sushma Rani (2010) "A Comparative study of the Effectiveness of Science Inquiry Model and Advance Organizer Model in attaining Mastery in Biology", Paper presented at Annual International AIAER/ MIER QAER Conference, Chitradurga on 2nd Nov.

N. N Pandy and Archan Purohit, "Advance Organizer Model; Does it Facilitate Learning Outcomes?" in *Journal of Educational Research and Extension*, Vol. 29, No. 3, Jan.

Nagender Nath Pandey and Satya Prakash Pandey, "Efficancy of Advance Organizer Model in Relation to Cognitive Development" in Media and Technology of Human Resource Development.

Rajender Pal Kaul Sidhu, "Transforming the Learning Process through Teaching Models" in *Journal of All India Association for Educational Research*, Vol. 9, March-December.

Rajinderpal Kaul and Harvinder Kaul, "Effectiveness of Advance Organizer Model for Teaching of Concepts in Economics" in *Journal of All India Association for Educational Research,* Vol. II, No.1 and 2 March and June.

Bairagya, S.S, J. Mete & S. K. Ghosh (2005) "A Study on the Relative Effectiveness between Concept Attainment Model and Traditional Method of Teaching in Economics" Journal of Educational Research & Extension, College of Education, Coimbatore, Vol.42 (1), January- March pp.9-15.

Rajinderpal Kaul and Parminder Singh, "Comparative study of Concept Attainment Model, Advance Organizer Model and Conventional method in teaching Physics in relation to Intelligence and Achievement motivation of IX class students" in Journal of All India Association for Educational Research, Vol. 17, Nos.1 and 2 March and June.

INFLUENCE OF EMOTIONAL INTELLIGENCE ON STRESS COPING ABILITY AND SOCIAL RESPONSIBILITY OF HIGHER SECONDARY SCHOOL TEACHERS

*A. Devi and ** Dr.V.Thamodharan

Abstract

If the teachers are versatile, intellectually enlightened, morally strong, emotionally balanced, socially and culturally advanced, then the nation will have excellent citizens. Research has been ,therefore carried out to find out whether there is any significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended, to find out whether there is any significant difference between stress coping ability of higher secondary teachers with respect to caste and to find out the influence of emotional intelligence, if any, on social responsibility among higher secondary school teachers.. The investigator used survey method for the present study. 300 higher secondary school teachers were selected by using simple random sampling technique. The tools used were Emotional intelligence scale(2014) developed and validated by Annaraja. Stress coping ability Scale(2015) developed and validated by Subramanian and Social Responsibility scale (2015) developed and validated by Sangeetha and Thamodharan. The major findings are that there is significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended, there is no significant difference between stress coping ability of higher secondary teachers with respect to caste, the social responsibility does not influence on emotional intelligence among higher secondary school teachers.

Key Words : *Emotional Intelligence, Stress Coping Ability, Social Responsibility.*

Introduction

Teaching is a complex activity and some teachers never grow to be anything better than mediocre. They do the bare minimum required and very little more. The great teachers, however, work tirelessly to create a challenging, nurturing environment for their students. Great teaching seems to have less to do with our knowledge and skills than with our attitude towards our students, our subject, and our work. Emotions play an important role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects the individual growth and development and gives rise to mental, physical, social and other problems. Emotional intelligence influences day-to-day problem-solving behavior of individuals in schools, community centers, business houses and organizations. Teacher stress may have an impact on teachers as individuals, on the schools in which they work and on the pupils they teach. Only a teacher with a keen sense of value good stress coping ability and good civic sense can influence the life and the character of his/her students and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens.

A person's ability to cope effectively depends on the stressors itself, its complexity intensity and length of duration and on the type of coping strategy used. It also depends on what resources are available to provide "back ground support" for the individual.

Significance of the study

Emotional intelligence can be summarized as possessing the skills or ability to detect, identify,

* *Ph.D scholar, V.O.C College of Education, Thoothukudi.*
** *Principal(Rtd), V.O.C College of Education, Thoothukudi*

learn from, and respond to various emotions. Emotional intelligence is essential for most of the aspects of our lives. Everyone should need this ability for schools, jobs, family, social lives etc. It could be anything from performing well. Today job stress has become a common problem in the workplace and teachers are not able to make a balance between work and family or personal life. Education is to cater to the holistic development of the students. In order to achieve this goal, teachers have to perform multiple roles in their profession. The teacher in the modern society is also required to be equipped with the techniques of coping with the problems of illiteracy, poverty, social inequality, unemployment, explosion of population, castes, communalism, regionalism, child labor, ill-treatment of women, violence, manipulation of natural resources and other social hindrances impeding national development. The present study, therefore, is undertaken.

Objectives

The present study was designed to achieve the following objectives

1. To find out whether there is any significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended.
2. To find out whether there is any significant difference between stress coping ability of higher secondary teachers with respect to caste.
3. To find out the influence of emotional intelligence, if any, on social responsibility among higher secondary school teachers.

Null Hypothesis

The following hypothesis were framed for conducting this study.

1. There is no significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended.
2. There is no significant difference between stress coping ability of higher secondary teachers with respect to caste.
3. There is no significant influence of emotional intelligence on social responsibility among higher secondary school teachers.

Research methodology

The investigator has adopted survey method for the present study. The investigator visited the higher secondary schools in Thoothukudi Educational district and met the higher secondary teachers for collecting the data with the proper instructions. Thus, the investigator collected the data from the respondents. All the higher secondary teachers were treated as population. Among the population, the sample consisted of 300 higher secondary teachers who were selected using simple random sampling technique.

Analysis of Data

Null Hypothesis : 1

There is no significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended.

Table 1 : t-test showing the difference between emotional intelligence of higher secondary school teachers with respect to orientation programme attended.

Variable	Category	Number	Mean	SD	CR value	Re-mark
Orientation pro gramme	Attended	213	216.39	20.684	2.473	S
	Not attended	87	209.16	23.871		

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

From above table, it is inferred that the 'C.R' value is greater than the table value of 1.96, the null hypothesis is rejected at 5 percent level of significance. Hence, it is concluded that there is significance difference in the emotional intelligence of higher secondary school teachers with respect to orientation programme attended. The higher secondary school teachers who attended orientation programme are better in emotional intelligence than the teachers who did not attend the orientation programme.

Null Hypothesis:2

There is no significant difference between stress coping ability of higher secondary teachers with respect to caste.

Table 2 : F-test showing the difference among stress coping ability of higher secondary teachers with respect to caste

Variable	Sources of variation	Sum of Squares	df	Mean square	F value	Re-mark
Caste	Between groups	693.119	3	231.040	0.912	NS
	Within groups	74961.401	296	253.248		

(At 5 % level of significance the table value of 'F' is 2.99)

From above table, it is inferred that the 'F'value is less than the table value 2.99, the null hypothesis is accepted at 5 percent level of significance. Hence, it is concluded there is no significant difference among stress coping ability of higher secondary teachers with respect to caste.

Null Hypothesis-3

There is no significant influence of emotional intelligence on social responsibility among higher secondary school teachers.

Table 3 : Influence of emotional intelligence on social responsibility.

Variable	Unstandardized coefficients		standardized coefficients	t	Sig
	B	Std.error	Beta		
Constant	26.625	7.586	-	3.510	0.000
Emotional Intelligence	0.646	0.035	0.728	18.338	0.000

(At 5 % level of significance the table value of 'F' is 2.99)

In the raw score form the equation, Social responsibility = 26.625 + 0.646 EI

In the standard form,
Social responsibility = 0.728 EI

Findings and Interpretations

1. There is significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended. Present study shows that there is significant difference between emotional intelligence of higher secondary teachers with respect to orientation programme attended. While comparing the mean scores of orientation programme attended teachers (216.39) are more than not attended teachers (209.16). This may be due to that the teachers who attended the orientation programme have more self- confidence and exposure as when compared to the other teachers. They have the ability to raise questions and are motivated by dedicated and highly qualified teaching faculty.

2. There is no significant difference between stress coping ability of higher secondary teachers with respect to caste.

3. There is no significant influence of emotional intelligence on social responsibility among higher secondary school teachers.

Conclusion

At a time when the society and its agencies are searching for individuals with emotional intelligence, stress coping abilities and social responsibilities, schools should necessarily produce them by including supportive promotive activities and programmes.

References

Best, John, W. and Khan James, V. (1992), research in Education, New Delhi: PHI Learning Private Limited.

Henry E. Garrett (1969), Statistics in psychology and education, Bombay: Vakils, Feffer and Simon Ltd..

Cavell.T.A (1990). Social adjustment social performance and social skills: A tri component model of social competency. New Delhi: Random Publications.

Kothari.C.R. (2008), Research Methodology, Methods and Techniques, New Delhi. New Age Inte**rnational Pvt. Ltd.**

Vimala T.P (2007). Stress coping and management, New Delhi. Sonali publication.

Sasipriya and Mary Fabiola Mascaranas (2010) Influence of Self Esteem and Emotional Intelligence on Academic Achievement of Higher secondary students. *Unpublished M.Ed. dissertation,* Manonmaniam Sundaranar University, Tirunelveli

Sheeja and Annaraja (2011) Influence of metacognition and emotional intelligence on teaching competency of secondary teacher education students. International Journal on New Delhi in Education and their Implications, 2(3). PP.14-20.

Mani Raj (2011) examined the importance of social interaction and social relationship adopting a symbolic interaction perspective. Edu tracks. Vol.10.No.5.PP.35-38, January 2011.

Selvin and Francisca (2012) conducted a study on influence of emotional intelligence of B.Ed. college students, New Horizons in Educational Research, 11(2), April-September 2012.

A STUDY ON HEALTH BEHAVIOR AND ITS IMPACT ON ACADEMIC ACHIEVEMENT AMONG YOUNG PEOPLE

M.S. Bhuvaneswari

Abstract

Academic achievement is one of the important goals of education in this competitive age.Achievement depends on various factors like age,sex,intelligence,socio-economic status,mental health and physical health.The main objective of the present study, in this regard, was to find out the impact of health behavior on academic achievement in young people. The data werecollected from 50 college students in Coimbatore district. The data were collected using Health behavior Questionnaire developed by the investigator. The collected data were analysed ,interpreted using descriptive statistics and the results reveal a statistically significant relationship between health behavior and academic achievement.

***Keywords** : Health Behavior,Academic Achievement,Young people*

Introduction

Every individual is concerned with health from the cradle to the grave. Health is an indispensable quality in human beings. Health is a state of complete physical, social and mental wellbeing and not merely the absence of disease or infirmity.Young people form precious human resources of every country. 'Youth' the critical phase of life, is a period of major physical, physiological, psychological, and behavioral changes with changing patterns of social interactions and relationships.

Nations present young people with structures of opportunity as they grow up. Nearly 10-30 per cent of young people suffer from health impacting behaviors and conditions that need urgent attention of policy makers and public health professionals. Nutritional disorders (both malnutrition and over-nutrition), tobacco use, harmful alcohol use, high risk sexual behaviors, stress, common mental disorders, and injuries (road traffic injuries, suicides, violence of different types) specifically affect this population and have long lasting impact which in turn affects the economic development of the whole nation..

Review of Literature

Researches have shown that malnourished children or children who eat unhealthy diets, for example, manifest a number of behaviors that can interfere with learning and academic performance. In the most recent review of research articles published between 1994 and 2004, Taras and Potts-Datema [3] identified and reviewed 10 studies from around the world that examined the relationship between obesity and outcomes related to school performance, including measures of student academic achievement, cognitive ability or school attendance. Taras and Potts-Datema concluded that a strong connection has been established between physical activity and positive academic outcomes. Additional research has also shown that children and adolescents whose diets are nutritious and whose participation in physical activity is high tend to perform better on various measures of cognitive performance and academic achievement

A few studies have been investigated about the association between early-life cognitive ability and diet-related behaviours in adulthood found higher IQ to be associated with healthier dietary choices(Batty, Deary, & Macintyre, 2006; Crichton et al., 2015; Kanazawa, 2013; Osler et al., 2008. Higher scores on the childhood socio-economic status variable indicate a more advantaged socio-economic position (Herrnstein & Murray, 1994).The present authors are aware of two studies that analysed the association between intelligence and oral health (Der et al., 2009; Sabbah&Sheiham, 2010). Higher intelligence was linked with better oral health outcomes in both studies (Der et al.,

* *Assistant Professor, Dr. N.G.P College of Education, Coimbatore.*

2009; Sabbah&Sheiham, 2010). Der et al. (2009) analysed data from the National Longitudinal Survey of Youth 1979 (*n*/ =/ 7476) and found a SD increment in IQ in youth was linked with reduced odds of having tooth and gum problems at 40/ years of age.

The purpose of this study was to examine the effect on academic achievement in young peoplewith respect to their health behaviors.

Objectives

1. To find out whether there is any significant difference between male and female students with respect to their Health behavior.
2. To find out whether there is any significant relationship between health behavior and academic achievement of college students

Null Hypotheses

1. There is no significant difference between male and female students with respect to their Health behavior
2. There is no significant relationship between health behavior and academic achievement of college students.

Methodology of the study

The investigator adopted survey method for this research.

The population of the study was all college students those are studying arts, science and engineering. The researcher has selected 50 college students in Coimbatore district. The demographic variables like gender, locality of the students and academic discipline were collected by the investigator.

The data for health behavior was collected using Health Behavior Questionnaire developed by the investigator and there was no separate test conducted for academic performance of the college students. The tool consists of 20 items related to their health behavior.Academic achievement was the main dependent variable in this study. In order to estimate the level of academic achievement, students were asked to self-report their average marks in their core subjects.

Data analysis

The investigator used statistical techniques like 't' test and correlation analysis.

Analysis and Interpretation

Null Hypothesis 1 : There is no significant difference between male and female students with respect to their Health behavior.

Table 1: Difference between male and female students with respect to their Health behavior.

Name of the variable	Gender	Mean	SD	df	't' value	Significant at 0.05 level
Health Behavior	Male	39.830	2.9944	48	2.417	Significant
	Female	42.205	3.9449			

From the table it is observed that the calculated value is greater than the table value 2.021 at 0.05 level with df 48. Hence the null hypotheses is rejected and concluded that there is significant difference between male and female students with respect to their health behaviors.

Null Hypothesis 2

There is no significant relationship between health behavior and academic achievement of college students.

Table 2 : Relationship between health behavior and academic achievement of college students

Variables		't' value	Significant at 0.01 level
Independent	Dependent	0.9478	Significant
Health Behavior	Academic Achievement		

From the table it is observed that the calculated value is statistically significant at 0.01 level and it is concluded that there is strong positive correlation between health behavior and academic achievement of college students.

Findings

The analysis and Interpretation of data has helped the investigator to come out with the following findings.

1. There is significant difference between male and female students with respect to their health behaviors. Female students are found to have better health behavior than male students.
2. There is positive relationship between Health behavior and academic achievement of college students.

Conclusion

Based on the results and findings of the present study it is concluded that the health behaviors affects the academic performance of the college

students. The present study throws light on the health behaviors of college students and it will help the society and health organisations to make necessary changes in the educational system to stress on healthy food habits among young people.Sound body is the result of a soundmind. Maintaining good physical health is proven to help academic performances. Academic benefits derived from physical activity include: academic achievement and above-average grades, improved academic behavior, and increased academic interest. Specifically, physical activity encourages attentiveness and concentration.It has also been shown that regular physical activity can help reduce feelings of depression and anxiety promoting psychological well-being. Health is very important in sustaining the success a student may want in his/her academic career.Hence there is an impact of health behavior on academic performance among young people.

References

Currie C et al., eds.(2011) Health Behaviour in School-aged Children (HBSC) study protocol: background, methodology and mandatory items for the 2009/2010 survey. Edinburgh, CAHRU.

Roberts C et al., (2010). The Health Behaviour in School-aged Children (HBSC) study: methodological developments and current tensions. *International Journal of Public Health*, 54:S140–S150.

Koller T et al. (2009) Socioeconomic determinants of adolescent health: experience from the WHO/HBSC Forum 2007. *International Journal of Public Health,* 54(Suppl. 2):278"284.

Acheson D (1998). Independent inquiry into inequalities in health report. London: The Stationery Office.

DeHart, G., Sroufe, A. & Cooper, R. (2004). *Child development: Its nature and course*. (5th ed.). New York, NY: McGraw, Hill.

Titleof the Project	:	**Effectiveness of the use of Social Media in Teacher Education**
Duration	:	**18 Months (2013-2014)**
Investigator	:	**Dr.C.Thanavathi** **Assistant Professor of History** **V.O.C. College of Education, Thoothukudi.**
F.No.	:	**02/77/2013-14//RPR, dated 10.12.2013**
Sanctioned Amount	:	**Rs. 5,00,000**
Agency	:	**ICSSR, New Delhi**
Submitted	:	**2015**
Status	:	**Completed (2017)**

Title of the Project	:	**A study on the Effectiveness of Integration of Digital Media Technologies in Teacher Education Curriculum**
Investigator	:	**Dr.C.Thanavathi** **Assistant Professor of History** **V.O.C. College of Education, Thoothukudi.**
Duration	:	**2 Years (2019-2021)**
Amount Sanctioned	:	**Rs. 5,72,250/-**
Agency	:	**NCERT-ERIC, New Delhi**
Sanctioned Date	:	**12.06.2019**
Status	:	**Ongoing**

A STUDY ON LEARNING PROCESS WITH THE ASSISTANCE OF SMART BOARD AMONG ELEVENTH STANDARD STUDENTS IN MADURAI DISTRICT

Dr. M. Maruthavanan

Abstract

Technology plays a vital role in the teaching and learning process. Especially, now-a-days Smart board is used as a tool to improve the liveliness and effective teaching in the classroom. The purpose of this study is to find out learning process with the assistance of Smart board among Eleventh standard students and for which, the normative survey method is used as a method of study. 200 students from Eleventh standard were considered as a sample of the study and they were administered the tool that correlate their learning process with the aid of Smart board. The results have shown that the learning process with the assistance of Smart Board revealed a positive result.

Keywords : *Learning Process, Smart Board, Eleventh standard students.*

Introduction

In this modern era, students want to learn their subject through new technology. They have skills in computer, Technology plays a vital role in the teaching and learning process. Especially, now-a-days Smart board is used as a tool to improve the liveliness and effective teaching in the classroom. A SMART Board is one brand of interactive whiteboard. At its simplest, an interactive whiteboard allows us to project an image and 'interact' with it by writing on it or moving it around. The SMART Board is connected to a computer and works with a projector. The projector displays what is open on the computer and, rather than using a mouse or keyboard (although we can use those also), the SMART Board is a touch screen, which allows us to manipulate anything on the screen using our fingers. Special pens are included in a SMART Board to make writing in different colours quick and easy.

The advantage of smart board technology is its design for use in a spacious work area with large group interaction. The enlarged visuals are easily seen due to the size of the interactive whiteboard. Students become both visually and physically connected as they connect with electric content and multimedia in a collaborative learning environment. Students are also interested to learn from the Smart board.

Learning method has been brought into most advantageous level through the Modern innovative technological tools. Students also show very much interest to learn through information and communication technology. Students need an assistance to learn their subjects in effective manner. Thus, the title refers to the learning process of the students with the help of interactive whiteboard.

Need and Significance of the Study

The world of technology includes all of the modification that humans make to the natural world to meet their needs and wants. Smartphones, Smartcards, Smart refrigerators much of our technology is smart and getting smarter all the time. One of the most innovative ideas to come to the classroom is the Smart board. It is an interactive whiteboard that can do everything with the help of our computer. Smart board plays a central role to make the learning easier. Smart Boards can be a bit overwhelming at times with all their options including access to the Internet, which is filled with even more options. All those options are wonderful until the moment they create overload in a student's mind and contribute to confusion. As long as a foundation of good, solid teaching is established, the teacher can work in any tool that is helpful to accomplish his or her goal. Fortunately, the Smart Board is so adaptable that teachers should have no difficulty in integrating it effectively. It gives visual and dynamic

**Assistant professor, Thiagrajar College of Preceptors, Madurai.*

treat to the students in their studies. Smart boards are very important to the teachers to make the class livelier. Hence, this study attempts to find out the learning process with the assistance of Smart board among school students.

Objectives of the Study

i. To study the impact of learning process with the assistance of Smart board among Eleventh standard students.

ii. To study the significant difference, if any, between the learning process with the assistance of Smart board among Eleventh standard students with respect to the selected variables such as Locality, Medium of instruction and Father's education.

Null Hypotheses

i. There is no significant difference between Rural and Urban students in their learning process with the assistance of Smart board.

ii. There is no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board.

iii. There is significant difference between Degree holder and Non-degree holder with respect to Father's education of students in their learning process with the assistance of Smart board.

Methodology

The researchers have adapted the normative Survey Method for this investigation.

Data were collected from 200 Eleventh standard students who are studying in Thiagarajar Model Higher Secondary School. For this study, investigators have used the simple random sampling technique.

A Questionnaire, that measures the learning process with the assistance of Smart board among Eleventh Standard students who attend their Smart board class for studies developed and validated by Maruthavanan and Prasitha Indhumathy(2019) , was the tool used.

Analysis of Data

Null Hypothesis 1

There is no significant difference between Rural and Urban students in their learning process with the assistance of Smart board.

Table 1 : Difference between Rural and Urban students in their learning process with the assistance of Smart board.

Variable	Locality	N	Mean	SD	't' value	Level of Significance
Learning process	Rural	46	16.43	2.01	0.55	NS
	Urban	154	17.75	2.53		

It is inferred from the above table that the calculated 't' value 0.553 is less than the table value 1.96. Hence, null hypothesis is accepted.

The above table 1, shows that there exists no significant difference between Rural and Urban students in their learning process with the assistance of Smart board.

Null Hypothesis 2

There is no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board.

Table 2: Difference between Tamil and English medium students in their learning process with the assistance of Smart board.

Variable	Medium	N	Mean	SD	't' value	Level of Significance
Learning process	Tamil	100	16.46	2.15	1.68	NS
	English	100	17.26	2.57		

It is inferred from the above table that the calculated 't' value 1.685 is less than table value 1.96. Hence, null hypothesis is accepted. From the above table, it is understood that there exists no significant difference between Tamil and English medium students in their learning process with the assistance of Smart board.

Null Hypothesis 3

There is significant difference between Degree holder and Non-degree holder with respect to Father's education of students in their learning process with the assistance of Smart Board.

Table 3: Difference between degree holder and non-degree holder with respect to father's education of students in their learning process with the assistance of Smart board.

Variable	Father's Education	N	Mean	SD	't' value	Level of Significance
Learning process	Non-Degree Holder	100	16.46	2.53	2.36	NS
	Degree Holder	100	17.26	2.28		

It is inferred from the above table that the calculated 't' value 2.363 is greater than table value 1.96. Hence, hypothesis is rejected.

From the above table, it is understood that there exists significant difference between Non-Degree holder and Degree holder with respect to father's education of students in their learning process with the assistance of Smart board. The mean of Non degree holders' wards is 15.82 and Degree holders' wards is 17.15. So, Degree holders' wards are better than Non-Degree holders' wards in their learning process with the assistance of Smartboard.

Educational Implications

The findings reveal that there is no significant difference with respect to the Locality, Medium of instruction and there is a significant difference between degree holder and non-degree holder with respect to Father's education of students in the learning process with the assistance of Smart board among Eleventh standard students. This is evidence that variables are not affecting the learning process of the students. Smart board enables students to learn and explore new concepts using technology to create a more dynamic.

Conclusion

Smart board plays a vital role in teaching learning process. From this we understand that smart board is very essential in the 21st century class. The use of technology is both beneficial for the students and the teachers. More than the black board this Smart board will add effective learning atmosphere. One source of technologies that has proved to be beneficial in the classroom is a Smart board. Smart board is very interactive than the blackboard. Smart boards provide new ways for teachers to teach and students to learn. This tool supports a wide variety of learning styles.

References

Burden, K. (2002). *Learning from the bottom up – the contribution of school-based practice and research in the effective use of interactive whiteboards for the FE/HE sector*. Retrieved from www.lsda.org.uk/files/lsda/regions/8_Bio_KBurden.pdf

Carbonara, D. (2005). *Technology literacy applications in learning environments*. London Information Science Publishing.retrieved from http://dx.doi.org/10.4018/978-1-59140-4798

Morgan, L. (2008). Improving student engagement: Use of the interactive whiteboard as an instructional tool to improve engagement and behavior in the junior high school classroom. Unpublished doctoral thesis, The Faculty of the School of Education, Liberty University.

Moss, G., Jewitt, C., Levaãiç, R., Armstrong, V., Cardini, A., & Castle, F. (2007).The interactive whiteboards, pedagogy and pupil performance evaluation.Retrieved 20.06.2011. www.dfes.gov.uk/research/data/uploadfiles/RR816.pdf.

Murcia, K. (2008). Teaching for scientific literacy with an interactive whiteboard. Teaching Science, 54(4), 17–21.

Rakes, G. C., Flowers, B. F., Casey, H. C., & Santana, R. (2006). Analysis of instructional technology use and constructivist behaviors in K-12 teachers. *International Journal of Educational Technology*, *1*(12).

Title of the Project	:	**A Study into the Health Problems faced by Adolescent Girls of Thoothukudi District"**
INVESTIGATOR	:	**Dr. S. PREMA LATHA Assistant Professor in Education V.O.C. College of Eduation, Tuticorin-8.**
UGC APPROVAL LETTER NO. and DATE	:	**F.No: 4-4/2015-16 (MRP / UGC-SERO) dated October, 2016**
TENURE OF THE PROJECT	:	**01/01/2017 to 31/12/2018**
TOTAL GRANT ALLOCATED	:	**Rs. 58,000/-**

VIRTUAL LEARNING ENVIRONMENT (VLE) : A PEDAGOGICAL APPROACH

*Dr. T. Kanakaraj

Abstract

The New information and communication technologies transformed the concepts of educational system what we have followed traditionally. Now we are the netizens of the virtual millennium where the advent of virtual classrooms and video-desktop technologies promises interesting possibilities of teaching and learning at any place, anytime and anywhere. With the improvement in network capabilities and course conduct, online education is becoming a viable alternative to taking courses in the class room. Not only does online education provide relative price advantage but it also provides a wide range of course materials. Virtual learning environment represents an entirely new form of educational technology. They offer the educational institutions of the world a complex set of opportunities and challenges. It is the combination of individualized adaptive interaction with communication on demand that provides the unique form of support for the learner.

Virtual learning environment may support similar form of learning to a 'real' one but it is not a physical space like a classroom or lecture. In addition to having different relations to space and time, a virtual learning environment will also be different from a real one with respect to memory. Virtual learning environments are realised with computer technology, and can thus be designed to have their own memory of what the learner or group of learners have been doing. This paper focuses on the special properties of Virtual Learning Environment in a pedagogical approach to offer numerous benefits to individuals, organizations and even to society in general.

Keywords : *ICT, VLE, Pedagogical approach, Virtual classroom*

Introduction

The New information and communication technologies transformed the concepts of educational system what we have followed traditionally. Now we are the netizens of the virtual millennium where the advent of virtual classrooms and video-desktop technologies promises interesting possibilities of teaching and learning at any place, any time and anywhere. With the improvement in network capabilities and course conduct, online education is becoming a viable alternative to taking courses in the class room. Not only does online education provide relative price advantage but it also provides a wide range of course materials. This paper focuses on the special properties of Virtual Learning Environment in a pedagogical approach to offer numerous benefits to individuals, organizations and even to society in general.

Virtual Learning Environment

A virtual learning environment represents an entirely new form of educational technology. They offer the educational institutions of the world a complex set of opportunities and challenges. It is the combination of individualized adaptive interaction with communication on demand that provides the unique form of support for the learner.

A virtual learning environment may support similar form of learning to a 'real' one but it is not a physical space like a classroom or lecture. In addition to having different relations to space and time, a virtual learning environment will also be different from a real one with respect to memory. Virtual learning environments are realised with computer technology, and can thus be designed to have their own memory of what the learner or group of learners have been doing.

* *Principal, V.O.C. College of Education, Thoothukudi-8*

Virtual Classroom

The World Wide Web and other Internet-based collaborative tools have significantly enhanced the ability to train and educate electronically. Whether the materials are a stand alone tutorial or a full fledged online workshop, the web provides significant new functionality in transmitting information to the student and providing forums for exchange when integrated with tools such as listervs, usenet, newsgroups, annotation facilities and video teleconferencing, the web can greatly increase students 'level' of involvement in the training experience. Web provides an effective mechanism for integrating many of these tools into a single interface and is an ideal tool for information which itself is rapidly changing.

Special Properties of Virtual Learning Environment

Visualisation

By augmenting simulation engines, symbolic calculators and other software with graphical output it becomes possible to support student visualization of highly abstract processes and procedures.

Diagnosis

By tracking student work on related tasks it becomes possible to distinguish 'accidental' errors from those which provide statistical evidence for failure to understand key concepts or to matter critical skills.

Remediation

By systematically giving students greater access to relevant information or rehearsing them on weak skills it becomes possible to focus remediation on areas that the student, tutor or software has diagnosed as requiring attention in relation to language learning.

Reflection

By giving the student access to records of their past working, the responses of the peers, tutors and systems they were working with, and by providing them with with which to annotate and file such work, it becomes possible to support systematic reflection on what they have learnt and on their own learning processes.

Memory prostheses

By giving students comprehensive access to their past computer mediated work and by providing them with appropriate search engines it becomes possible for students to have the self confidence to be very selective and focused about what they chose to attempt to memorise at any point of time, thus supporting much greater cognitive economy on the part of the learner.

Scaffolding

By tracking student learning genius and by human or system dialogue with the learner it becomes possible to dynamically vary the level of scaffolding provided for learners.

Tracking the hypothetical

By making it possible for students to set up counter factual situations in simulations or to break laws in symbolic reasoning systems it becomes possible for students to investigate the fundamental principles which under pin formal scientific, mathematical and other models.

Time travel

By facilitating 'time travel' as a matter of routine in simulations and data bases it becomes possible to help learners augment their understanding by focusing on the key issues of chronology and causality.

Autonomy

By taking the learner's view point when designing instructional software it becomes possible to give the learner greater control over the degree to which there are external interventions in their learning processes.

Pacing

By providing a 'clock' based on the planned work of a contort of learners or on an appropriate instructional design it becomes possible for learners to increase their motivation when engaged in sequences of learning activity over longer time periods such as terms and gears.

Redundancy

By encoding the same learning material using different media elements it becomes possible for heterogeneous learners with different learning and media preferences to study the curriculum content.

Motivation

By addressing issues of intrinsic and extrinsic learner motivation explicitly in the design of learning sequences supported by instructional software, and

in the design of educational interfaces it becomes possible to enhance motivation in ways that depend on the characteristics of the individual learner.

Group working

By supporting synchronous or asynchronous group working modes and by appropriate choice of design to support competitive, collaborative or complementary activity it becomes possible for learners to work in teams and to acquire higher order learning skills from each other.

Knowledge-integration

By taking a chronological view when designing instructional software, by deliberately incorporating appropriate elements of media redundancy and by planning for student use of memory prosthetics it becomes much possible for the learner to integrate diverse knowledge acquired at different times.

Access

By incorporating diverse prosthetics in learner interfaces and by designing for learner autonomy and pacing it becomes possible to extend access to learners who cannot take advantage of conventional modes of classroom delivery because of their special social or physical circumstances.

Pedagogical Approach

Educational Research laboratories that specialize in this area are supported by manufactures who provide prototype hardware and software in exchange for glimpses of possible future application of their new technologies in schools and colleges. A variety of reasons are given to encourage the use of VLE to support student learning. In this account we focus on those reasons that all based on the unique properties that have:

i) The stimulation capability, so that students can watch, for eg. Computer animations of dangerous nuclear reactions.

ii) The communication and database capability enabling students to have quick access to informations.

iii) The input and output devices which make it possible for disabled students with little movement to control computer for virtually impaired to hear spoken computer outputs.

iv) The re-programmability which makes it possible in principle to improve speedily and systematically using learning materials.

v) The ability to interact adaptively with individual students.

vi) The patient, instant feedback and tolerance for error.

The Role of Teachers in Virtual Learning Environment:

i) The role of teachers will be a very demanding one as for as virtual learning environment is concerned. As teachers change their role they will form choice or necessity become much more technologically aware and competent. The role of teacher will change very considerably with some current aspects of the teachers role vanishing and new demands on the teacher appearance.

ii) Teacher should be 'oracles' have fairly complete personal mastery of what is being taught, and should be able to guide pupils on how to spend their hour by hour on a ten minutes bases.

iii) The learning guide acts as a facilitator for the students, mediating such activity and acting as a mentor and coach for new modes of collaborative learning. Some of the time learning guide will have to help manage group learning process and attribute as necessary.

iv) Leaning guides will themselves naturally use electronic means to share good practice and will contribute to the growing libraries of digital informations.

v) The pedagogical expertise include helping groups of learners to adopt realistic expectations, providing appropriate scaffolding for the particular learning goals and helping with the turning and pacing of learning ability.

vi) He must be the member of the learning community.

vii) Assessment of students will continue to be required and robust modes of evaluating the contributions of individuals to electronically mediated group work. Schools and colleges will also have to make choices about investment in hardware, and more particularly software, products and teacher will have to evaluate the offerings of the market with respect to the curriculum goals of their institutions.

viii) The teachers will have to create learning network.

ix) Teachers will have good rapport for the promotion of collaboration with colleagues near by and long distance enables teachers to exchange experiences review and give ideas, feedback and assistance.

x) Teachers should have simulation of research activities to develop and attitude of investigation and explanation widening the horizon of the teaching practice beyond the constrains of the classroom.

Conclusion

In the present scenario, the education system has been occupied by the modern technology. It is inevitable to avoid the technological gadgets in teaching learning process, of which virtual learning environment is the best way of teaching any subject in an effective way. All the educational institutions should arrange virtual learning environment for the effective learning of students and inspiring teaching of teachers.

Reference

Ramesh Chandra (2005), Virtual Education and Educational Futures, Delhi: Kalpaz publication.

Newby, G., (1993), "Virtual reality" In William, M.E. (ed.), Annual Review of information Science and Technology, 1993.

Cromby, etal (1995), Virtual Reality in special Education, V.R. in school, Delhi.

Hiltz, R.S (1995), The Virtual Classroom, Norwood, N.J: Ablex.

.....continuation of page no. 4

5. There is significant difference between married male and female student teachers in their Leadership Qualities and its Dimension-Personal trait.

Interpretations

It is inferred from the percentage analysis that the level of Leadership Qualities and its Dimensions of student teachers with respect to Community, Major Subject and Marital Status is average. The 't' test reveals that there is significant difference between male and female student teachers whose major subject is language in their Leadership Qualities and its Dimension-Physical trait. This may be due to the fact that they may have more influences in language and they may have aesthetic sense and in their beauty also. Their body language is also act according to their language. Female student teachers have more will power than male. It reflects in their physical Traits.

There is significant difference between married male and female student teachers in their Leadership Qualities and its Dimension-Personal trait. This may be due to the fact that they may have good experience in their personal life and they are emotionally balanced in their behaviour and relationship. They may work hard and they may be emotionally stable in their personal life.

Conclusion

In this study, the investigator has focused on Leadership Qualities and its Dimensions of student teachers. The proper statistical techniques have been adopted. The investigator has given interpretation based on the findings. This present study contributes much to the student teachers by providing clear view about the necessity of Leadership Qualities and its Dimensions of student teachers.

References

Brown, Carol. N(2007), Leadership and followership : A gender prespective, Texas: A&M University. 92pp

Colvig, Riobert (2006), Self-Perceived leadership styles of selected lead counselors in rural and non-rural high schools, 134pp.

Gene Burton ManabThakur (1995), *Management : Today principles and practice, .* New Delhi: Tata McGraw Hill publishing company Ltd

Kothari C.R (2000), *Research Methodology,* New Delhi : Wishwa Praksahan Pvt. Ltd.

Kulbir Sighu (1985), *Methodology of research in Education.* New Delhi : Steerling publishers Pvt.Ltd.

V.O.CHIDAMBARAM COLLEGE OF EDUCATION
THOOTHUKUDI – 628 008
Phone : 0461 – 2310600
Email : vocbedcollege@gmail.com
Website : voccedu.org

EDUREACH : *VOC Journal of Educational Research*
ISSN : 2582-1806 **RNI. No : TNENG/2017/75214**
E-mail id : vocceedureach@gmail.com

SUBSCRIPTION FORM

Name (Individual/Institution) :

Designation :

Address for Communication :

Pincode :

Phone / Mobile No. :

E-mail ID :

I am/we are enclosing a DD for Rs..... (Rupees .....
.....only) in favour of **"Edu Reach"**, payable at Thoothukudi.

D.D.No. :

Name of the Bank :

Place :

Date :

(Please fill in this subscription form and mail it to The Chief Editor, Edu Reach, V.O.Chidambaram College of Education, Thoothukudi-628008.

SUBSCRIPTION

Period	Individual / Institutional
Annual	Rs. 300
* Life	Rs. 1800
** Life Long	Rs. 4500

* 6 Years subscription ** 15 Years subscription

Note : Write author(s) name and address at the backside of the D.D.