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Dear Esteemed Readers and Well Wishers,

Greetings from Editorial Board!

We are glad to release this thirteenth issue of Edureach Journal with the blessings of our Honorable Founder Secretary Shri A.P.C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and acadamicians who are committed to the core of Education for extending their generous heart in encouraging and motivating our team in bringing and this issue of our journal.

According to research - e learning enable students to learn faster and effectively retain the information. Students can also revisit the learning modules if they need any clarity and read through their favorite topics. In the digital world, e learning, noodles, technology plays vital role in the field of teacher education. It strives to help leaners grow in all dimensions such as community learning Peace, Behaviour, blended learning, Numerical ability and commitment.

This Issue consists of a series of seven articles which focuses on A study on e-learning Awarness among Higher Secondary School Students in Tiruchirapalli District, Community Learning Resource Centres for Early Childhood Education, Comprehensive Peace Education for Human Excellence A need of the Hour, Influence of Internet Surfing Behavior on the Effectiveness of Blended Learning Strategy among B.Ed Trainees, A Study on Numerical Ability in Mathematics among IX Standard Students in Tiruchirapalli District, Perspectives of Usuing Moodle Based E-Learning Environment for Teaching and Learning, Teachers' Organizational Commitment within the Comtemporary Education System.

Dear users, your feedback, valuable comments and suggestions are solicited.

With Regards,

Editorial Board

A STUDY ON e-LEARNING AWARENESS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN TIRUCHIRAPPALLI DISTRICT

G. Rajeswari

Abstract

The present study intends to explore the e-Learning Awareness among Higher Secondary School Students in Tiruchirappalli District.Descriptive method with Survey technique was adopted for this present study. The sample for the study consisted of 300 students from Government, Government aided and Private higher secondary school from Tiruchirappalli District. A total of 300 students comprising of 55 males and 245 females were drawn from the schools. Statistical techniques such as Mean, Standard deviation, 't'-test and ANOVA were used to analyze the data. The findings revealed that there is no significant difference of the Higher Secondary School Student's e-Learning Awareness based on their Gender, Locale, Type of Management and Medium of Instruction.

Keywords :

e-Learning, Higher Secondary School, Awareness and Tiruchirappalli District.

INTRODUCTION

In this new era, India's higher education system is undergoing an unprecedented transformation. Verma & Dahiya (2015) pointed out that the globali zation has led to a more dynamic and very competitive world, where an ever increasing number of education strategies, skills and knowledge are being created and changed. Heirati,& Alashti (2015) stated that the implementation of information technology may increase the broad contribution of the students in the process of achieving good education goals at all levels by providing the opportunity of online discussion groups and by enhancing the fast development and effective ness of the learning methods. Digital technolo gies have been seen to be an important support tool for transformation. According to Bhattacharjee & Deb (2016), Use of information technology and internet supports educational development, encouraging collaborative learning in geographically apart clusters. This has been referred to as e-Learning. e -Learning, or electronic education, is the delivery of education and training by means of access to online resources. In addition to formal learning, e -Learning relies on electronic means such as computers, tablets and mobile phones which can be accessed over the internet. e-Learning (sometimes called web-based training) is anywhere, any-time instruction delivered over the internet or an Intranet to browser-equipped learners (Vermaet al., 2015). On the whole, e -Learning is the delivery of trainings, learning and education through a computer or any digital device. Alam (2016) stated the benefits of e -Learning have begun to be realized in the emerging countries which are faced with increasing faculty shortages. With the increased use of internet accessible electronic devices for educational purposes, as well as classroom teaching and online training, HEIs are also progressively adopting e-Learning methods. There are two primary models of Web-based instruction such as, synchronous (instructor-facilitated) and asynchronous (self-directed and self-paced). Basically, synchronous e-learning requires all the participants to be present, albeit

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virtually, at the same time, whereas asynchronous e-learning does not. Examples of synchronous e-Learning methods include the use of scheduled and timed online tests, virtual classrooms, web conferencing technology or interactive shared whiteboards that learners can use to collaborate (Philomina et al., 2016). Examples of asynchronous e-learning methods include the use of a message boards, discussion groups and self-paced online courses. Different platforms of e-Learning, including Coursera, SkillShare, Udemy, Codecademy, Edx, Pluralsight, Future Learn, are available synchronously and asynchronously. In that way, the present study makes its attempt to ascertain the e-Learning awareness of Higher Secondary School Students.

REVIEW OF RELATED LITERATURE

Muthuchamy (2010) analysedhigh school students' understanding of e-learning. The study revealed that the perceptions of students in rural and urban schools about online learning differed significantly. Indeed, e-learning can create certain challenges, especially in rural areas, that need to be addressed. Combining e-learning with rural development accelerates the development process and can also fill the gaps between educationally and technologically backward and advanced social strata.

According to Erdogan (2011), Teachers must not only learn how to use technology to improve traditional teaching or increase productivity, but also learn from a student-centered perspective how ICT can be integrated into the teaching-learning process to promote student learning. Therefore, teachers are open to information and communication technology integration in the classroom.

Alam (2016) stated the integration of ICT into teaching leads to a change in the learning behavior of students and teachers and improves higher skills such as collaboration across time and place and solving multifaceted real-world problems.

Tezci, E (2011) pointed out that the teachers must learn not only how to use technology to improve traditional teaching or increase productivity, but also from a student-centered perspective, how to integrate ICT in the teaching-learning process to promote student learning.

NEED AND SIGNIFICANCE OF THE STUDY

For the whole country to develop well, a good higher education system is needed. Accepting the new things helps the human being to develop their attitude on that field and helps them to succeed in the future needs. Day by day our technology improved a lot. We have to accept the change and live according to the situation. In order to bring effective improvement in the quality of education, it is necessary to focus attention on the new technologies. Thus, e -Learning shortens the period of time required for finding information by a significant margin, compared to conventional learning. Blended learning combines offline face to face teaching with traditional online training in such a way that it compliments each other. Collaborative learning is an e-Learning approach where students are able to socially interact with other students, as well as instructors. One such recent and most dominating technology is Computer Technology. Computer plays great revolution in every walk of life. But it's just an infant stage when you think about its development in the field of education. Now many people start thinking to add computer education curriculum at all possible ways. Although the varieties of strategies are available to policy makers for technology in a democratic society, computer education as suggested is of the most viable strategy. Lifelong learning can make it possible for individuals themselves to be responsible for the improvement in their own standing and society as a whole. So computer has brought a lot of interesting innovations into the classroom. Also, technology allocates learning resources to individuals and groups. Computer education provides easy access to files of information for reference and guidance which engages the students in tutorial, interacting and dialogue. This is the correct time to check the problem of Higher Secondary School students towards e- learning awareness. Hence, the investigator made an attempt to

study the e- Learning awareness of Higher Secondary School Students.

OBJECTIVES OF THE STUDY

In order to achieve the aim, the following objectives are set to be accomplished:

- To find out significant difference between, if any the Higher Secondary School Students' with respect to e-Learning Awareness based on their Gender.
- To find out significant difference between, if any the Higher Secondary School Students' with respect to e-Learning Awareness based on their Location.
- To find out significant difference, if any the Higher Secondary School Students' with respect to e-Learning Awareness based on their Type of Management**.**
- To find out significant difference, if any between the Higher Secondary School Students' with respect to e-Learning Awareness based on Medium of Instruction.

HYPOTHESES OF THE STUDY

For the accomplishment of the objectives, the hypotheses of the present study were formulated based on the previous research findings, theories and review of similar studies in the field of inquiry, and to achieve the targets of the present work.

HYPOTHESES

1. There is no significant difference in the Higher Secondary School Students' with respect to e-Learning Awareness based on their Gender.
2. There is no significant difference in the Higher Secondary School Students' with respect to e-Learning Awareness based on their Location.
3. There is no significant difference in the Higher Secondary School Students' with respect to e-Learning Awareness based on their Type of Management.
4. There is no significant difference in the Higher Secondary School Students' with respect to e-Learning Awareness based on Medium of Instruction.

RESEARCH METHODOLOGY

It is a completely systematic and objective process of formulating and identifying a problem, setting goals and methods to identify, evaluate, analyze, tabulate, collect, interpret and present data to find a legitimate solution.

METHOD OF THE STUDY

In order to gather information and data relevant to the problems that have been examined, surveys are necessary. It may be pointed out that main purpose of the present study is to find out the e-Learning Awareness of the 300 Higher Secondary school students in Tiruchirappalli District. Hence, the normative survey method was adopted in the present study.e-Learning Awareness Scale(e-LAS) was used for data collection. It consists of 30 items with four options. The product moment correlation was found to be 0.73.

ANALYSIS OF DATA

HYPOTHESIS - 1

There is no significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Gender.

Table - 1

Table shows the significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Gender.

Variable	Gender	N	Mean	S.D.	't'	Result
e-Learning Awareness	Male	55	93.10	6.03	0.148	Not Significant
	Female	245	92.96	6.75		

From the above table, it is inferred that t-value (0.148) is lesser than the table value (1.96) at 0.05 level. Hence there is no significance difference in the Male and Female Higher Secondary School Students on their e-Learning Awareness mean scores. Therefore, the above hypothesis is accepted.

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HYPOTHESIS - 2

There is no significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Location.

Table - 2

Table shows the significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Location.

Variable	Location	N	Mean	S.D.	't' value	Result
e-Learning Awareness	Rural	141	93.19	6.57	0.514	Not Significant
	Urban	159	92.80	6.66		

From the above table, it is inferred that t- value (0.514) is less than the table value (1.96) at 0.05 level. Hence, there is no significance difference in the Rural and Urban Higher Secondary School Students on their e-Learning Awareness mean scores. Therefore, the above hypothesis is accepted.

HYPOTHESIS - 3

There is no significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Type of Management**.**

Table – 3

Table show the significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Type of Management

Variable	Sum of Squares	df	Mean Squares	F value	Result
Between Groups	41.566	2	20.783	0.473	Not Significant
Within Groups	13043.404	297	43.917		
Total	13084.970	299			

From the above table, it is observed that the F-ratio (0.473) is less than the table value (2.99) at 0.05 level. Hence, there is no significant difference in the Higher Secondary School Students' e-Learning Awareness among Type of Management. So, the null hypothesis mentioned above is accepted.

HYPOTHESIS - 4

There is no significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Medium of Instruction.

Table - 4

Table show the significant difference in the Higher Secondary School Students' e-Learning Awareness with respect to Medium of Instruction.

Variable	Medium of Instruction	N	Mean	S.D.	't'	Result
e-Learning Awareness	Tamil	126	93.19	6.38	0.464	Not Significant
	English	174	92.83	6.78		

From the above table, it is inferred that t-value (.464) is less than the table value (1.96) at 0.05 level. Hence, there is no significance difference in the Tamil and English medium of Higher Secondary School Students on their e-Learning Awareness mean scores. Therefore, the above hypothesis is accepted.

FINDINGS AND INTERPRETATIONS

Based on the results of this study, there were no significant differences found the e-Learning awareness of Higher Secondary School Students with respect to Gender, Locale, Type of Management and Medium of Instruction. It is a very ideal aspect that both the gender possesses similar awareness on the e-learning resources as well as Locale, Type of Management and Medium of Instruction. Thus, in modern times, it has been possible to achieve gender equality, at least when it comes to higher secondary education. We must use technology as much as we can while instructing the digital natives of the 21stcentury.The implemen tation of technology in the form of digital platforms and online educational resources makes learning more efficient, engaging, and helps students become active learners. Technology may be incredibly beneficial when used properly, but it is also very crucial.Digital technology has a huge impact on education and will soon be present in every educational system. There is a need to train instructors to use technology to its fullest extent in addition to the provision of tools. The way we utilize technology for learning is evolving as a result of teacher and student digital literacy initiatives. We can create inclusive, efficient, and cost-effective school systems with the use of technology.

EDUCATIONAL IMPLICATIONS

- Visual learning is more effective for students than the usual chalk and talk. So, the audio-visual teaching method promotes a structured learning environment.

- E-learning applications have to be released to help students understand the basics and develop their skills.
- E-learning adoption at some schools increased access to information for teachers and students and created a rich environment for student collaboration that improved academic standards.
- Teachers can also use e-Learning to create interactive on-screen and off-screen assignments.
- E-Learning enables the introduction of new teaching techniques in educational institutions. One such technique is the "flipped classroom," where students learn their lessons at home and practice them through hands-on activities in class.

CONCLUSION

The global access, usability, resilience and functionality of e-Learning are growing and changing on a regular basis. To make it attractive and interesting as a flexible teaching tool that can be used in educational institutions. Using e-Learning for educational purposes has the advantage of improving learners' knowledge. From the analyses through the gathered data by using the questionnaire, it is observed that more than 75% of the students have a awareness towards e-Learning in their general learning process. Although the analyses proved that there are no significance difference of the Higher Secondary School Students e-Learning Awareness based on their Gender, Locale, Type of Management and Medium of Instruction. In that way,the feature of the Nation depends upon the quality of Education. To provide better teachers quality training should be given. To enhance the learning the new innovations like Computer and Internet Education should be added in the school education. The ability to access from wherever you are is another great advantage of the computer technology.

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COMMUNITY LEARNING RESOURCE CENTRES FOR EARLY CHILDHOOD EDUCATION

Dr. T. Kanakaraj

Abstract

The child is celestial being. One who lands on the earth as messengers of the past and forerunner of the future, having within her or him all powers and possibilities. The child makes the earth a paradise. The Poet Wordsworth attributed the child as "father of men". When the child attains at the age of 2 or 3. One, who is admitted in the Pre-school setup. Since, pre-school education is purely an informal education. The children should not be restricted within four walls of the classroom. The education inside it will center on play/activities.When we teach, weuse resource materials of the environment, which consist of family, house, school, neighborhood, earth, sky and body. These materials as well as some people we can get from the community can help us a lot to teach children. We can collect some material from the environment, and we can use these materials as such or improvise few things with the help of tools available. Wherever needed we can consult the concerned people of the community.So our community is full of People, Materials and Places.These are our community resources. The Community Learning Resource Centre's may be categorized under three heads namely Social places of learning, Natural places of learning and the classroom centers.

These are the some of the community learning Centre useful for Pre-school Education. The activities enlisted in the curriculum will be organized in the learning centers. The Community learning centers do not have its own life line; it is dependent on the teacher as a source of energy to keep it alive and functioning. So every Pre-school teacher should effectively use the Community Learning Resources available in and around the school so that no bell will ring in a Pre-school.

Keywords : *Community Learning Resource, Community resources and Childhood education.*

INTRODUCTION

The child is a celestial being. One who lands on the earth as messengers of the past and forerunner of the future, having within her or him all powers and possibilities.The child makes the earth a paradise. The Poet Wordsworth attributed the child as "father of men".

After landing on the earth the new born baby starts learning for his /her environment, home being the first school of life and the society being the biggest school, the University.The child learns languages from parents, family members and society around him. S/he learns different concepts through play and activities.The child learns automatically and naturally.

When the child attains at the age of 2 or 3, she/he is admitted in the Preschool setup. Since preschool education is purely an informal education. The children should not be restricted within four walls of the classroom. Therefore, Rosseau had said passionately to "break the walls and burn the books". There is knowledge all around, why books in this informal early childhood education? If ever the pre-school

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education is institutionalized and children are confined to classroom for some time, the education inside it will center on play/activities.

COMMUNITY RESOURCES

When we teach, we use resource materials of the environment, which consist of family, house, school, neighborhood, earth, sky, and body. These materials as well as some people we can get from the community can help us a lot to teach children.

On the earth, we have rivers, roads, bridges, oceans, deserts, forests, and mountains, different type of animals, plants and trees. In the rivers, we see boats. In the ocean, we see ships. In the sky, we see airplanes. With all these, some people are involved. These materials and people are some valuable community resources for learning. Look at your body. Some of us are tall. Some of us are short. Some of us are slim. Some of us are fat. Some of us have dark complexion. Some of us have fair complexion. We belong to different religions. But all of us have similar body parts.

All of us have same body temperature. All of us are part of community. This also can help us a lot in learning. We can collect some material from the environment, and we can use these materials as such or improvise few things with the help of tools available. Wherever needed we can consult the concerned people of the community. So our community is full of People, Materials and Places. These are our community resources.

COMMUNITY LEARNING CENTRES FOR PRE-PRIMARY EDUCATION

The world itself is a big school, the University of Life. The child learns at any place. The school should provide a stimulating environ ment. Here the "Stimulating environment" refers to a wholesome place of learning or space or a "Community Learning Centre" where there must be someone, the parent or the teacher or any person to teach and there must be appropriate educational play materials for the child to trigger his/her learning as media of learning.

The Community Learning Centers may be categorized under three heads.

i) Social places of learning,
ii) Natural places of learning
iii) The classroom centers

i) Social Places of Learning

THE HOME

Home is the first school of life. The Parents are the first teachers. Home or family is the active informal agency of education. It provides a healthy and congenial environment for the child's all – around growth and development from conception to death. It is responsible for both nature and nurture of the child. It is the most secured, safest and happiest place in the world. Etymologically the word "family" has been derived from the world "famulus" which means servant. It is institution which serves. Service and love are its motto.

Family has been the greatest learning place from time immemorial. Many great personalities like Mahatma Gandhi, Vivekananda, Jagadish Chandra Bose, have admitted that their real education was thatthey had learnt from their mothers in the childhood. Napolean, the great was influenced by his mother in the childhood. He once said, "Give me good mothers, I will give you a good nation", ChatrapatiShivajee, in his childhood listened to the story of heroes of the Ramayan and the Mahabharat from his mother, Jijabai. It is good families which have produced heroes and great souls. The mother's face is the child's first lesson book. A wise father is more than a hundred school masters. Home makes man. If home is good, there is no need of a pre-school.

MARKET / BAZAAR / CONVENTION HALL

Market / bazaar are a place of meeting and mutual interaction of the people. Market / bazaar are a place of learning where child can gain a lot of information. From observation of different variety of shops or stalls the child learns items/objects of groceries, stationeries, clothes, books, vegetables, instruments, tools etc., and gains a lot of concepts. Though conversation with different professionals, businessmen the child develops a lot of social experiences, develops vocabulary, thinking,

imagination. He can learn Mathematics (numeration), science also. The parents/teachers should give this opportunity to the child to have a visit to market place/bazaar at least once a month.

PLACES OF SOCIAL FUNCTIONS

There are festivals and fairs in different societies. People gather there and share their feelings, joys and sorrows. The children may be brought to these places for having social experiences. Let them accompany with the parents/teachers to the Temples, Churches, Mosques and Spiritual Centers to have experiences of love, joy and peace.

GARDEN / PARK / PLAYGROUND

A child will become a frog in the well, if heis not allowed to go and explore his environment. Let him play with his peers. By playing with his peer group the child not only acquires a lot of social qualities but gets a lot of benefits. Take children a walk to Garden/ Park, Zoological and Botanical Garden. They will gain a lot of concepts. A winter visit to Garden/Park will give experiences of flowers of a variety of colours. Let them enjoy playing in the park with the outdoor equipment.Besides these places, there are a number of Community Learning Centre's: Science Centre, Planetarium, Aerodrome, Museum, Tourist Places, Railway Station, Bus Stand, Post-Office, Dispensary, Bank, Police Station etc., Society is a store house of knowledge. It has its treasures of culture. Let the children avail as much opportunity as possible to be acquainted with its culture.

ii) Natural Places of Learning

A SHADY PLACE

A shady place is a natural school for children. The peaceful, silent and sylvan setting gives pleasant feeling to children to play under the trees, to climb trees and swing in its branches.

JUNGLE / WOOD

Jungle is small forest. Children can make visit to jungle with their parents/teachers to have picnic and enjoy the beauties of Nature and to have experiences of concepts of Colour, Form, Sound, Smell, etc., in the natural setting. The children can get scope to see a variety of Trees, Flowers, Fruits, Seeds and the forest products. They can play with these and derive spontaneous joy. Besides these are a number of natural places of learning. They are : Paddy field, Cow shed, Vegetable farm, Tanks/Ponds, River bed, Sea - Beach, Hills and dales, Animal farm, etc.,

Nature constitutes the inanimate physical world consisting Sky, Moon, Sun, Stars, Wind, Cloud, Rain, Forests, Fountains, Mountains, and non-human world of Plants, Trees, Flowers, Fruits, Birds, Animals-the beautiful flora and fauna. Open air schooling under trees where the children have all senses open to the chirping of Birds, flying of Kite, cooing sound of Cuckoo murmuring sound of Brook enchants their heart. Naturally the children's mind derives feelings of the infinite. It fills their heart with divine ecstasy i.e., deepest joy. The Nature becomes paradise. Tagore's Shantiniketan and Gopabandhu's Satyabadi open air schooling are brilliant examples of education in natural setting in India.

iii) Pre-school classroom

The Pre-school classroom is not supposed to be like the ordinary classrooms having desks, benches, tables, chairs, blackboard where formal teaching goes through chalk and talk.A classroom should be a representative living world full of materials at different corners. The walls should be covered with charts, pictures (since one picture is worth thousand words). The lower part of the wall about two ft. should be made black and kept blank to facilitate children to have graphic experiences of scribbling, all around the room within their hand's reach. This should be done specially in the wall of the Writing Centre.

The classroom should be so arranged to provide space for both large and small group activities. Ideally it should have a large covered floor area for children to sit for different large and small group activities. It is a matter of regret that there are pre-schools which have provided long desks and benches for the children to sit there all along to listen to lectures from the teachers!. Thereby they restrict the movement/locomotion of the children, which is their spontaneous activity.

For the indoor works like Drawing, Coloring, Crayon work, Puzzles, etc., there may be some

big low tables and small stools. The classroom should be wellventilated and air circulated. There should be sufficient toys and play materials which can be made from the urban / rural wastes and the low cost and no cost materials collected from the locality and some of which are purchased. Those should be kept in their respective places, according to their respective function. These places will be hence forward called "learning centres". A classroom is to be divided into various learning centres with their requisite play materials.

LEARNING CENTRES

A Pre-school classroom needs space-space for activities and space for large variety of equipment and materials. A "learning centre" may simply be defined as a space where children become involved in learning by doing.

A learning center is an area in the classroom which contains a collection of activities and materials to teach. Children need space in which they can move freely, build, create experiment, sort, construct, and pretend to work by themselves in small and large groups.

The centers are work areas. For different work areas there shall be space. It depends upon the teacher's intelligent organization and arrangement of space. The children learn best in a stimulating and ordered environment. The learning centre having different variety of materials will provide scope to children to play freely and act independently.

Purpose, objectives and values of learning centers: A learning centre

- stimulates, curiosity, experimentation and discovery
- aids in developing confidence, responsibility, independence and self-control
- providesopportunities for reinforcing and developing concepts.
- encourages co-operation and sharing
- provides for individual differences
- develops ability to observe, classify, compare, seriate, hypothesize and solve problems and provides opportunity for fun and enjoyment.

The Learning centres are : Sand paly centre, Water paly centre, Art (Drawing & Painting) centre, Music centre, Role playing centre, Story centre, Block-building centre, Manipulative play centre, Puzzle centre, Writing centre, Math centre, Science centre etc., These are the some of the Community learning centers which have been reflected in brief. The activities enlisted in the curriculum will be organized in the learning centres.

Problems of the Learning Centers :

There is everywhere a problem of space. Most of the Pre-schools now run in rented houses with very poor physical facilities. There is no adequate space for Garden, Playgrounds, Rooms, area for indoor and outdoor games and Learning Centers.Even there is no space for mass prayer and community sitting or eating. Standard covering these aspects must be prescribed for running a Pre-school. There should be state control over all pre-schools. The rules should be enforced strictly by a licensing inspecting system.

ADVANTAGES OF USING COMMUNITY RESOURCES

- They are hands-on resources that give pupils access to real-life experiences.
- They provide meaningful interactions between children and their world.
- They capture pupil's interest and makes learning interesting.
- They help children acquire knowledge and understanding of basic science concepts.
- They help children to build, retain and communicate knowledge from activities and experiences.
- They facilitate interaction among pupils and teachers.
- They stimulate students' reasoning and evoke thought-provoking questions.
- They enhance pupils' development of the ethical dimension like objectivity, curiosity, open mindedness, careful observation, humility, persistence, etc.
- They instill the spirit of cooperation and active participation among learners.

In view of the above, there is need for teachers to identify these rich community resources and integrate them into their lessons.

CONCLUSION

The teacher can do a lot with the existing facilities of the school. It depends on the resourcefulness and devotion of the teachers. The community learning centers do not have its own life line; it is dependent on the teacher as a source of energy to keep it alive and functioning. The teacher should prepare all the learning tools as has been discussed earlier. Learning center and peer teaching utilizing the environment and its resources will break the large classroom system. The present pre-school education instead of being imparted in a stereotyped formal method may be imparted in a natural method through the community learning centres.

The child is an undifferentiated whole. In order to foster an integrated personality of the child, the hand, the heart and the head should be developed. Play is an extremely important part of children's lives. Play promotes children's overall development but is also extremely important in helping their sensory and intellectual development. So every Preschool teacher should effectively use the Community Learning Resources available in and around the school so that no bell will ring in a Preschool.

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"Education is the passport to the future, for tomorrow belongs to those who prepare for it today".

- Malcolm. X

COMPREHENSIVE PEACE EDUCATION FOR HUMAN EXCELLENCE : A NEED OF THE HOUR

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Abstract

Education for peace is an attempt to respond to problems of conflict, poverty, pollution, human rights, world development and nuclear arm race, which affect the consciousness of our children at school. The authors, in this paper, discuss critically the objectives of peace education to develop skills, knowledge, awareness, attitudes and values among the students for effective citizenship and constructive participation in a democratic society. It has mentioned a few guidelines to run a successful peace programme and to implement comprehensive peace education in all educational institutions. It further states that the success of the programme is directly related to a sincere commitment of teachers, administrators supporting staff and students.

Many of the main dilemmas of the present time relate to issues of peace, conflict, poverty, pollution, unemployment, warfare and nuclear arms race. These and other issues of daily life, affect us in one way or the other and the consciousness of our students at school. These issues cannot be ignored because they not only affect us, but also the planet as a whole. Social violence, forms of institutional violence acts of terrorism, racist attacks, sexual harassment, issues of law and order, defense and disarmament are inescapable characteristics of life in many countries in the world today. Education for peace is an attempt to respond to problems of conflict and wide spread violence ranging from personal to global dimensions. It is simply a way to explore a more sustainable, equitable and just future for us and the next generations.

Keywords : *Global Peace, Humanity, Citizenship and Social Consciousness.*

Introduction

Peace education consists of knowledge and awareness of causes that are a threat to peace and security in the world, and learning about the preconditions for peace. Students should learn about strategies for attaining peace, and develop skills, attitudes and values for effective citizenship and constructive participation in a democratic society. They should help in creating a positive climate and a vision of a peaceful, just and secure world. The final goal of peace education is to "transform the culture of violence where conflicts are resolved by non-violent means from interpersonal to international levels of relationships" (Peace Education Task Group, 1990). Detailed objectives of peace education follow under three categories: (i) knowledge, (ii) skills, and (iii) attitudes and values.

Importance of Peace Education

We should equip our youngsters with enquiring minds, critical thinking, the ability to question rationally, with respect for human dignity, and an understanding of today's complex world. Through peace education, we must build peace in the minds of people by creating a positive self image in individual students, by helping them become aware of the nature and causes of threats to peace and security, and by developing the values of tolerance and respect for others, open-mindedness and commitment to justice. In this

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way, we can create a culture of peace by means of education of all throughout the entire life span to disarm history, to forge the attitude of respect, admiration and why not love towards others and to think about future generations" (Mayor, 1994).

Peace now is being seen as involving cooperation, peaceful (non-violent) social change aimed at creating more equitable and just structures in society (Hicks, 1988). The peace education movement has been rapidly growing in the past few decades. A number of new courses which have a lot in common with peace education have been introduced in different countries. They include global education, international education, disarmament education, nuclear age education world citizenship, education, survival education and developmental education.

Comprehensive Peace Education

We need the paradigm shift essential to the change from a war system to a peace system. This is called a transformational approach, which means a total rejection of all violence – not just nuclear arms race and war, not just at international or national level but all the levels from interpersonal to intergroup, from family to society, from society to global. It urges profound changes in our values, world view, relationships, structures, and human consciousness, these changes in human society are of "a dimension far greater than any other that has taken place since the emergence of the nation, states and perhaps, since the emergence of human settlements (Reardon, 1988). Through the transformational approach, we can achieve comprehensive peace education which means peace education that takes place at every level, in every subject of formal education as well as at the informal level throughout life.

There are four major dimensions of comprehensive peace education according to Reardon (1988). They are (i) the integrated and holistic education of the whole person in the context of planetary order. (ii) The human context which consists of relationship among various systems such as global system, economic system, social system and interpersonal system. (iii) The ecological and the planetary notion which emphasizes the interdependent processes involving natural balances that must be maintained and respected. (iv)The organic and the developmental dimension which implies that learning is a developmental process of individuals in the context of other species and other parts of a whole life form living organisms.

The central purpose of comprehensive peace education is the development of seven essential capacities for peacemaking or seven fundamental R's of peace education. They are Reflection, Responsibility, Risk, Reconciliation, Recovery, Reconstruction and Reverence (Reardon, 1988). They belong to the realm of quality rather than quantity. They are covered partially in the objectives of peace education. They are described here briefly. Reflection involves reflective thinking, reflective listening, reflective spaces of silence and reflective thoughts and action. Responsibility involves responsibly for owning up to complicity in violence and injustice of the war system and responsibility to others with whom we are interconnected in the web of life. Risk-taking is the capacity to face the consequences of change while Reconciliation involves the capacity to reconcile with conflicts of various kinds. Recovery means the strength to deal with the paradigm shift and trauma of change. Reconstruction involves the uses of imagination for peacekeeping. Envisioning, imaging, and modeling are skills involved in reconstruction. Reverence means not only respect for truth and goodness but also appreciation for the infinite possibilities of life. It also integrates other capacities. The development of these seven capacities in significant in the evolving theory and practice of peace pedagogy. These capacities are being partially developed with the traditional approaches to teaching about peace. The emphasis on critical thinking, enquiry, value education and action- orientation strategies used in social studies education are already helping in the development of these seven capacities. The transformational approach suggested by Reardon (1988) would slowly enhance these capacities and make comprehensive peace education a reality.

Knowledge

Develop concepts of peace (more than absence of war), economic and social justice, peace-making, peace-maker, peace-keeping, conflict resolution, non-violence, discrimination, prejudice, propaganda, aggression, ideology and social change.

Develop the understanding that peace can exist at all levels of human interaction-interpersonal, inter-group, national and global.

Develop the understanding of issues dealing with peace, conflict power, nuclear war, justice, gender, bias.

Develop the understanding that peace is an active way of life – built through the creative resolution of conflict and through new relationships. Students will understand that peace does not exclude conflicts, but it does imply willingness to approach conflicts creatively and non-violently.

Develop the understanding of different perspectives on peace.

Skills

Acquire skills in critical thinking co-operation, empathy, assertiveness, conflict resolution, sympathy.

Attitudes and Values

Develop values of self-respect, respect for others, open-mindedness, commitment to justice, respect for ecology and vision of future. Develop attitudes of generosity, caring, and compassion towards all people and the global environment.

Towards a Pedagogy of Peace

In the past few decades, the concept of making education an instrument of peace has been increasingly growing. It has offered many new programmes (peace studies, global studies and human rights studies) and a new approach to deal with the rapidly changing human society, new planetary consciousness, new global responsibilities, new transnational cooperation, a new vision of a just and peaceful social and global order. All these developments combined with the emerging issues of underdevelopment, property, militarism, denial of human rights and repression have generated a new conceptual frame-work for the new system of pedagogy called the pedagogy of peace "that can respond to the most urgent current need of human society"… (Reardon, 1988). The pedagogy of peace, as is the evolution of peace education itself, is still in its infancy. Swee-Hin (1988) provides a number of themes for peaceful pedagogies including holism, dialogue, conscientization, transparent, resistance, mostly associated with Paolo Freire's work (1973). The theme of holism underscores the multifaceted nature of peace education, the inter-connectedness of different dimensions of conflict and violence, the linkage between personal and social dimensions of peace building. Dialogue is a critical relationship where human beings cooperatively reflect on their realities, and are changed by their experience. It implies constant learning and relearning by both teacher and learner, and mutual trust. "Conscientization" (consciousness-raising) involves the principle of empowerment, leading learners to critically explore, understand and reflect on how that world might be transformed for themselves or others (Swee-Hin, 1988). Transpowerment advocates that peace educators and learners should cultivate the value of humility, selflessness and ongoing detachment from power, Resistance, in the present context, means that peace educators need to become "resisting intellectuals" who should have an active spirit of global solidarity, risk-taking and patience as the road to a peaceful world is going to be full of road blocks, reserves and frustrations (Swee-Hin, 1988).

Implications

In order to run a successful peace education programme and implement comprehensive peace education in the school teachers, administrators support staff and students must be committed in all activities. Following are a few guidelines provided for teacher administrators staff and students.

Develop a comprehensive peace education programme in the context of the local community. The phrase 'think globally, act locally' is used to describe social action which is locally based but

which is in harmony with global and planetary concerns.

Introduce the peace education programme as early as possible, preferably starting at the kindergarten level and be continued to higher education level. A paradigm shift is essential to the change from a war system to peace system is needed.Initiate peace education in the family setting and continue in the society's institutions. Make constant efforts to find ways of building opportunities for involvement and / or actions which are appropriate for the age level and the local community.Emphasize the development of skills of critical thinking, empathy, cooperation, assertiveness, conflict resolution, political and media literacy, and the development of attitudes and values of self-respect, respect for others, environmental concerns, open-mindedness, vision, and a commitment to social justice and human dignity.

Pay careful attention to the ways, at the national level, in which the curriculum can benefit from peace education research, and values.Seek strong community involvement and cooperation and support for peace education.Integrate peace education in all subjects and all level of the Educational Institution. Make sincere efforts to encourage participation and involvement of all students in peace education activities in schools.Efforts should be made to globalize curriculum. For globalized curriculum, inter disciplinary multi-disciplinary approaches are more appropriate to the complex issue of peace education, human rights, international cooperation and human survival.

Introduce comprehensive, mandatory and continuing in-service education programme for peace education and global education.Emphasize the development of forms of learning and teaching strategies in which participatory and self-initiated learnings are possible.

Conclusion

Urge teachers to use more hands-on activities and a variety of teaching techniques and strategies.Provide an ample opportunities for developing political action, participation, and social action skills at different levels.Seek cooperation of all possible partners who would be able to help teachers link the education process more closely to real social life and transform it into the practice of tolerance, democracy, respect for human rights and peace. Work together, team building with all those involved in the education system and with government and non-government organizations, so as to achieve full implementation of the objectives of peace education and to contribute in this way to a sustainable development of a culture of peace and culture of smiling.

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INFLUENCE OF INTERNET SURFING BEHAVIOR ON THE EFFECTIVENESS OF BLENDED LEARNING STRATEGY AMONG B.ED TRAINEES

A. Selvi Jeya

Abstract

The use of electronic media has changed the complexity of our class room. The learning environment assisted by learning technologies is such evocative images and objects which trigger active and joyful learning by allowing students to engage with that appeal to them. So nowadays most technologies like web 2.0 web configuring, video conferencing, cloud computing, Network learning, visual learning environment learning, pod casting, M. Learning, Blended learning are used in educational institutions, When we use these technologies along with facilitators' support, definitely it will provide better learning environment. The present study Viz.,Influence of Internet Surfing Behavior on the Effectiveness of Blended Learning Strategy among B.Ed trainees is an attempt to study the level of Internet Surfing Behavior among B.Edtrainees, to study if there is any significant difference in the posttest scores of B.Ed trainees in experimental group with their Internet Surfing Behavior, to study if there is any significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior, to study if there is any significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Internet Surfing Behavior Inventory developed and standardized bythe investigatorit was administered to 99 studentteachers in a self financing college, applying simple random sampling technique. Mean, Standard Deviationand't'test were calculated to test the hypotheses. The study reveals that the level of Internet Surfing Behavior among B.Ed trainees is moderate in nature, there is significant difference in the posttest scores of B.Ed trainees in experimental group with their Internet Surfing Behavior, there is no significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior and there is no significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Key words: *Blended learning, Internet surfing behavior, Experimental group, Control group 1, and Control group 2.*

Introduction :

Blended learning is otherwise called Hybrid Learning. In India, Blended Learning solutions and its integration with social learning has received compelling endorsements from Learning and Development (L&D) managers worldwide. The success of a blend depends on the right mix of the elements (online delivery, Interaction, face to face instruction etc.) A good blend would provide optimum role of lively interaction. As the present children are in a technological world, it is necessary to introduce drastic changes in learning process.

Currently, many Educational institutions are successfully integrating classroom training with e-learning, mentoring support, simulations, online reference material and virtual tools in order to support informal, on-the-job training. With the help of these innovative technological teaching methods student teachers i.e. future teachers could shape the young minds of future society better. Implementing a blended learning model in

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our classroom can be a powerful method to more effectively personalize student learning. Some characteristics of a blended learning model include the role of the teacher, physical location, personalization of the learning, and an online learning format.Hence the investigator has made an attempt to study the influence of Internet Surfing Behavior on the Effectiveness of Blended Learning Strategy among B.Ed trainees.

Need and Significance of the study

Blended learning is one of the most unconventional methods of learning. It is also one of those methods that many educational institutions are resorting to as of late. Blended instruction is all the more efficient when in comparison with purely face-to-face or purely online classes. Moreover, this learning method can result in high levels of student achievement. Therefore, this is more effective than face-to-face learning. Further, this learning method also has the capability to reduce educational expenses. (Arbaugh, J. B) However some do dispute that blended learning is less expensive than traditional classroom learning. E-textbooks, which can be accessed digitally, may also help to drive down textbook budgets. Blended learning can lower costs by putting classrooms in the online space. It essentially replaces pricey textbooks with electronic devices that students often are more comfortable with and bring with themselves to the classes. This method also allows students to work at their own pace, ensuring that they fully understand new concepts before undergoing the pressure of moving on.

Review of related literature

Pradeep Kumar. (2010) conducted an experimental study on the effect of Blended Learning strategies on learning retention and attitude of secondary school students. This study dealt with different learning strategies which can be used by the teachers to minimize forgetting and acquisition of knowledge lasting effectively. This study revealed that student centered learning strategies improved the achievement level due to active and interactive learning process. It also revealed that Blended Learning strategy provided a greater opportunity for improvement on student's achievement.

Dhanya Krishnan. (2011) Studied the effect of Blended learning strategy on higher order thinking and learning Science among secondary school students. The study was quasi-experimental in nature where the pretest and posttest non-equivalent group design was used. It also attempted to study the learning style of the students in Blended Learning environment. The data were analyzed using descriptive and inferential analysis. Analysis of Covariance (ANCOVA) was employed for data analysis. The findings of the study revealed that the Blended learning strategy had a positive effect on critical thinking, problem solving, science process skills and science achievement of students. Blended learning strategy was considered as one of the new innovative pedagogical approaches for integrating ICT in science education for ninth standard school students.

Cihad Sentirk. (2020) Conducted a study on the effects of the blended learning model on pre-service teachers' academic achievements and twenty-first century skills. The purpose of this study was to examine the effects of a blended teaching-learning approach on academic achievement and twenty-first century skills of pre-service teachers who took the teaching principles and methods course. The implementa tion was carried out over a period of ten weeks with pre-service teachers who were enrolled in pedagogical training at the Faculty of Education at KaramanogluMehmetbey University in the 2019-2020 academic year.

Donnie Adams etal. (2020) conducted a study on blended learning in a leading Malaysian private higher education institution. Teaching and learning are being transformed by digital technology, where the present generation of students, termed millennial, is more adapt with the increasingly digitalized world we live in. The purpose of this study was to investigate students' readiness for blended learning in a leading Malaysian private higher education institution. This study used a non-experimental quantitative

research design. Data were gathered from a sample of 274 pre-university and undergraduate students using the blended learning readiness engagement questionnaire. Data was analysed using WINSTEPS Rasch model measurement software to determine the validity and reliability of the instrument. Descriptive statistics scores, logit value of the item and logit value of a person was used to examine students' readiness for a blended learning model of instruction and specifically assess their readiness based on gender, age, ethnicity and field of study. Findings indicate that students were ready for blended learning. Further analysis indicates that there are differences in students' readiness for blended learning based on gender, age, ethnicity and field of study.

Objectives of the study :

The following objectives are stated for the present study

1. To study the level of Internet Surfing Behavior among B.Ed trainees.
2. To study if there is any significant difference in the posttest scores of B.Ed trainees in experimental group with their Internet Surfing Behavior.
3. To study if there is any significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior.
4. To study if there is any significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Hypotheses of the study:

The following hypotheses are stated for the present study

1. The level of Internet Surfing Behavior among B.Ed trainees is moderate in nature.
2. There is no significant difference in the posttest scores of B.Ed trainees in experimental group with their Internet Surfing Behavior.
3. There is no significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior.
4. There is no significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Methodology

Methodology is the procedure used by the researcher for the research purpose. Educational research is the application of the main principles of scientific research to the solution of educational problems. The success of any research depends largely on the suitability of the method and the tools and the techniques the investigator used to gather data.

The Investigator has used Experimental method to study the Influence of Internet Surfing Behavior on the Effectiveness of Blended Learning Strategy among B.Ed trainees. Sampling is the process of selecting a sample from the population. The various methods of sampling techniques can be grouped under two broad heads, random sampling and non random sampling. Random sampling is also referred to as probability sampling since if the sampling process is random the low of probability can be applied in random sampling every member of the sample is selected from the total population in such a manner that all members of the population have essentially the same probability of being selected. Simple random sampling technique was adopted for the present study. The sample consisted of 99 student teachers who are doing B.Ed. Course in Oxford College of Education in Trichy District during the academic year 2019-2021.

Blended learning strategy and Internet Surfing Behavior Inventory developed by the investigator were used for collecting the data. The reliability was established by the Split-half method using Karl Pearson Product Moment Co-efficient of Correlation. The tool was tested for its validity. Thus, the content validity was established. The reliability and validity of the tool were found to be 0.84 and 0.91respectively

The Inventory consisted of 20 items which included 5 negative items and 15 positive items. The tool was measured at a three point scale ranging from strongly Agree (SA), undecided (UD) and Strongly Disagree (SD) responses. The scores were 3,2,1 for positive items and was vice versa for the negative items. The

maximum and minimum scores were 60 and 20 respectively. Percentage, mean, standard deviation were calculated for testing the stated hypotheses.

Analysis of Data

Hypothesis – 1

The level of Internet Surfing Behavior among B.Ed trainees is moderate in nature.

Table – 1 : Level of Internet Surfing Behavior among B.Ed trainees.

LEVEL	N	%
Low	-	-
Moderate	64	64.65
High	35	35.35

Table 1 reveals the fact that the level of Internet Surfing Behavior among B.Ed trainees is moderate in nature.

Hypothesis – 2

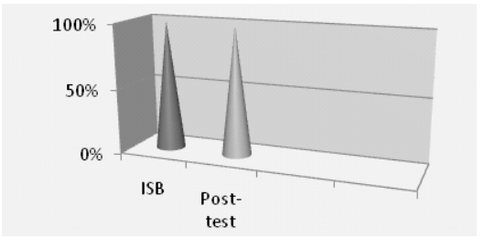
There is no significant difference in the post-test scores of B.Ed trainees in experimental group with their Internet Surfing Behavior.

Table – 2 : Post-test scores of B.Ed trainees in experimental group in their Internet surfing behaviour.

Variable	N	df	S.D.	Table value	Calculated value	Result
Internet Surfing behavior	33	38.39	3.05	2.71	5.07	Significant
Post-test	33	34.48	3.04			

Table 2 : reveals that the obtained' value (5.07) is greater than the table value (2.71) and the obtained't' value is significant at 0.01 level. So, it is inferred that there is significant difference between Internet surfing behavior and post-test scores of B.Ed trainees. Hence the null hypothesis stating that there is significant difference in the post-test scores of B.Ed trainees in experimental group with their Internet surfing behavior is rejected.

Diagram – 1 : Post-test scores of B.Ed trainees in experimental group with their Internet surfing behavior



Hypothesis – 3

There is no significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior.

Table – 3: Post-test scores of B.Ed trainees in control group 1 in their Internet surfing behavior.

Variable	N	df	S.D.	Table value	Calculated value	Result
Internet Surfing behavior	33	28.60	4.75	2.71	1.74	Not Significant
Post-test	33	30.36	3.44			

Table 3 reveals that the obtained' value (1.74) is less than the table value (2.71) and the obtained't' value is not significant at 0.01 level. So, it is inferred that there is no significant difference between Internet surfing behavior and post- test scores of B.Ed trainees. Hence the null hypothesis stating that there is no significant difference in the post-test scores of B.Ed trainees in control group 1 with their Internet surfing behavior is accepted.

Hypothesis – 4

There is no significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Table – 3 : Post-test scores of B.Ed trainees in control group 2 with their Internet surfing behavior.

Variable	N	df	S.D.	Table value	Calculated value	Result
Internet Surfing behavior	33	41.66	1.65	2.71	2.45	Not Significant
Post-test	33	40.36	2.97			

Table 3 reveals that the obtained' value (2.45) is less than the table value (2.71) and the obtained't' value is not significant at 0.01 level. So, it is inferred that there is no significant difference between Internet surfing behavior and post- test scores of B.Ed trainees. Hence the null hypothesis stating that there is no significant difference in the post-test scores of B.Ed trainees in control group2 with their Internet surfing behavior is accepted.

Findings and Interpretations

The following are the findings of the study

The level of Internet Surfing Behavior among B.Ed trainees is moderate in nature.

There is significant difference in the posttest scores of B.Ed trainees in experimental group with their Internet Surfing Behavior.

There is no significant difference in the posttest scores of B.Ed trainees in control group 1 with their Internet Surfing Behavior.

There is no significant difference in the posttest scores of B.Ed trainees in control group 2 with their Internet Surfing Behavior.

Educational Implications

Blended learning helps improve various factors in the classroom for teachers as well, like resulting in more engaged students, real-time and reliable feedback on teaching methods, new methods of teaching, collaborative learning and time management, among others.

Development of Blended Learning is potentially powerful tool for extending educational opportunities in Teacher Education.

Rapid advances in technology are revolutionizing the way in which teaching and learning is conceptualized, designed and implemented in higher education.

By providing digital opportunities for engagement, educators may see more engagement online from those students who aren't as comfortable sharing in front of their peers in-person.

Conclusion

In today's classroom we have to extensively utilize all the available educational resources to provide quality education. By using ICT in education the learner can receive the content sequent very fast without any Internet Surfing Behavior. As blended learning includes both online delivery of content and face – to – face classroom methods it has both advantages. Not only this, in blended learning freedom of Students are likely to interact more with the instructor and peer students since there are ample opportunities to do so both in class and online Blended learning develops the students skills like time management, clinical thinking and problem solving, and using the internet and computer technology. Even though blended learning has some disadvantages like other methods, students typically have 24/7 online access to course materials. Blended learning is flexible, and can be implemented in a variety of ways. When examining blended learning models, it's important to keep the student needs, teacher comfort, and available resources in mind. Ultimately, your blended learning model or models, depending on your preference should boost engagement, give students control over time, place, and pace of learning, and drive towards deeper personalization. While there are many ways to implement blended learning, we're going to focus on three here: station rotation, whole group rotation, and flipped classrooms. As this study shows that student teachers have high Internet Surfing Behavior towards blended learning, this innovative strategy can be strongly recommended in curriculum transaction.

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"Education breeds confidence. Confidence breeds hope. Hope breeds peace.".

- Confucius

A STUDY ON NUMERICAL ABILITY IN MATHEMATICS AMONG IX STANDARD STUDENTS IN TIRUCHIRAPPALLI DISTRICT

S. Sudha

Abstract

Mathematics is an exact science. It deals with measurements, quantity, and magnitude. The numerical ability covers basic arithmetic, number sequences and simple mathematics like percentages, powers, fractions, etc. This type of test can be categorized as a speed test and is used to determine the basic numeracy. In the present study, the investigator has collected from 300 students of IX standard, studying in Government, Government - Aided and Private schools of Tiruchirappalli city, Tamil Nadu. Therefore, the students need to solve as many problems as possible. The data were interpreted with statistical method such as Mean, Standard Deviation and t-test. The study revealed that the Numerical Ability in mathematics among IX standard students is average. The study also reveals that there is no significant difference in Numerical ability in Mathematics in the subcategory Gender, Locality, Type of School and Medium of instruction.

Keywords : *Mathematics; Numerical Ability; IX standard.*

Introduction

Mathematics Education provides a good mathematical background with the knowledge of concepts and theories. Numerical skills refer to the skills an individual have acquired in the basic arithmetic, computation of numbers, numerical critical reasoning, understanding the relationship of numbers, measurements, and number sequences. Numerical Ability tests are designed to measure the student's ability to calculate or use numbers to correctly solve problems. As it is a basic ability that has an essential role in entering higher fields of science and computation, numerical abilities are needed. This has prompted the schools to accelerate the program to improve students' Numerical ability along with the school education. Moreover, secondary school that is IX standard is among the foremost factors contributing the intellectual development.

Review of related literature

Badru, Ademola K (2013), conducted a study on problem solving instructional strategy and numerical aptitude as determinants of senior secondary achievement in mathematics. The study used 4x2x2 non-randomised control group pretest – post-test Quasi - experimental Factorial design. The result show that the three variables (treatment, numerical ability and gender) jointly accounted for 28% of variation obtained showing no significant interaction effect on Numerical ability and gender on students' achievement in Mathematics.

Niklas, Frank (2016) conducted a study on improving preschoolers' numerical ability by enhancing the home numeracy environment (HNE). In this study, a non-intensive intervention procedure was developed to improve both HNE and numerical competencies. The results indicate that less intensive interventions can have effects on the HNE and children's numerical competen cies.

Tiji George, Amal Raj (2016) conducted a study to find out the relationship between mental ability and academic achievement in mathematics of secondary school students. The normative study method was adopted in this study to collect the data from 365 IX students. The findings revealed that there is significant correlation between mental ability and academic achievement in mathematics with respect to background variables: locality in urban, type of management in unaided and type of family in

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nuclear of secondary school students. And also, there is no significant correlation between mental ability and academic achievement in mathematics with respect to background variables: namely gender, locality in rural, type of management in government and aided and type of family in joint of secondary school students.

Afrah Tuama Radhi (2019) conducted a study to identify the correlation between numerical sense and the academic achievement of mathematics among first grade students. The result shows that there is a low level of numerical sense and academic achievement in mathematics among the first-grade students. There is a relationship of statistical significance between the numerical sense and the academic achievement of students in the first-grade average.

Rais Ridwan *et al.,* (2023) conducted a study on meta-analysis of numerical aptitude's effect of learning outcomes and mathematics ability of junior high school students. The study reveals that the effect size of numerical ability of learning outcomes and mathematical ability was 0.60 and 0.41 with strong and medium categories, respectively. The results shows that numerical aptitude improves math learning outcomes.

Need and Significance of the Study

To become a good problem solver in mathematics, one must develop a base of mathematics knowledge. Silver found that successful problem solvers were more likely to categorize math problems on the basis on their underlying similarities in mathematical structure. The extent of the intended curriculum of making students competent in problem solving and possess higher order-thinking skills is always the concern of educators in the country (Noor Azlan Ahmad Zanzali and Lui, 2000). As a matter of fact, Numerical Ability is also known as Mathematical Literacy in which an individual student could recognize and comprehend the role that mathematics plays in day-to-day life, to make well-founded judgments, and to engage in mathematics in ways that meets the needs of that student's current and future field as a construc tive, concerned, and reflective citizen. Therefore, this study concentrates on identifying the most contributing variable to numerical ability in the scope of critical literacy among the high school students. Numerical aptitude is important for performance in courses and occupations such as mathematics, economics, accountancy and in all types of engineering to quickly estimate the answer to simple arithmetic problems. Thus, students to perform well in the general aptitude test, they need to have high Numerical abilities.

Objectives of the Study

- To find out the significant differences, if any, in the level of Numerical Ability in Mathematics of IX standard students in terms of their Gender, Locality and Medium of Instruction.
- To find out the significant differences, if any, in the level of Numerical Ability in Mathematics of IX standard students in terms of their Type of school.

Hypotheses of the Study

Following Hypothesis were framed for the present study:

- There will be no significant difference between the means scores of Numerical Ability in terms of gender, locality and Medium of instruction.
- There will be no significant difference between the means scores of Numerical Ability in terms of Type of school.

Methodology

A Normative survey was undertaken. The investigator has randomly selected 300 students from 6 different schools in Tiruchirappalli as sample by random sampling technique. Out of this 154 were boys and 146 were girls. 145 were from urban and 155 were from rural area. 82 were from private school, 88 were from aided school and 130 were from Government school.

Tools used

In the present study, the investigator has developed Arithmetic ability questionnaire to gather data from the secondary students. The instrument administered to determine the student's numerical ability levels. It contained 35 multiple choice test items with four options from A – D. The content areas for the instrument covered the numerical reasoning activities.

The tools used in the present investigation are the following :

(i) Personal data sheet
(ii) Answer sheet and
(iii) Manual and Scoring Key.

Analysis and Interpretation

Hypothesis 1 : There will be no significant difference between the means scores of Numerical Ability in terms of Gender, Locality and Medium of Instruction.

Table 1 : Level of Numerical Ability in Mathematics of IX standard students in terms of their Gender, Locality, and Medium of Instruction.

Variable	Category	Sub groups	N	Mean	SD	t value	Re marks
Nume-rical Ability	Gender	Male	154	27.7468	4.46711	0.859	NS
		Female	146	28.1918	4.50795		
	Locality	Urban	145	27.7103	4.17153	0.949	NS
		Rural	155	20.2000	4.76014		
	Medium of Instruction	Tamil	164	28.0244	4.67200	0.259	NS
		English	136	27.8897	4.26471		

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

Hypothesis 2 : There will be no significant difference between the means scores of Numerical Ability in terms of Type of school.

Table 2 : Level of Numerical Ability in Mathematics of IX standard students in terms of their types of School.

Type of School	Source of Variation	Sum of Squares	Mean Square Variance	Calculated 'F' value	Re marks
Private	Between	50.284	25.142	0.252	NS
Aided Govern-ment	Within	5964.313	20.082		

(At 5% level of significance, the table value of 'F' for df_2, 300 is 3.02)

Findings

Based on the analysis of data collected through a distribution of questionnaire on a sample of 300 IX standard students in Tiruchirappalli, the study reveals that

- There is no significant difference in Numerical ability in Mathematics in the subcategory Gender, Locality and Medium of instruction.
- There is no significant difference in Numerical ability in Mathematics in the subcategory of Type of School.

Educational Implications

Teacher should give home assignments to the students to improve their homework skills in mathematics. Problems related with day-to-day life may be asked to solve by students themselves. Also, Ability test to improve the student's mathematical knowledge may be conducted. The present study has only one variable Numerical Ability in mathematics. A similar study could be conducted by taking other variables like self-concept, interest, motivations intelligence and aptitude.

Influence on Numerical Ability and Academic Achievement of students doing professional courses can be studied.

Conclusion

The present study concludes with some recommendations which are essential for the IX standard students in their numerical ability in the study area. The students need in-depth under standing of numbers and how they respond. The students practice, practice, and more practice-not to achieve shortcuts but to understand numbers and how they behave in a better way by deriving their own short cuts rather having learnt something by rote. Students should learn many other number games, puzzles, etc. are good to build up with short-cuts and reasoning abilities where numbers are concerned. Students to first understand the basic concepts and then learn to apply them. Solving as many problems as possible is also essential. The study reveals that the levels of numerical ability of IX standard students is average. This shows that the most of them have good numerical ability.

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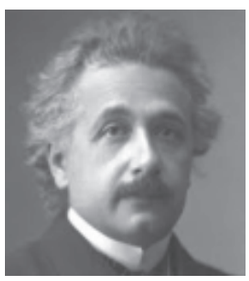

"Education is what remains after one has forgotten what one has learned in school".

- Albert Einstein

PERSPECTIVES OF USING MOODLE BASED E-LEARNING ENVIRONMENT FOR TEACHING AND LEARNING

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Abstract

The Modular Object-Oriented Dynamic Learning Environment (MOODLE) is a personal learning platform that is secure, reliable and flexible for creating and managing learning experiences.It is also an open source e-learning platform that is provided for free and can be used on many operating systems.These attempts to focus the Perspectives of using Moodle based e-Learning environment for teaching and learningamong student teachers in colleges of Education. By adopting survey design, this study was conducted with the sample of 200student teachers from Colleges of education in Tiruchirappalli district. Perspectives of using Moodle based e-Learning environment' (PMBEE)was developed by the investigator and validated by the experts. Findings reveal that thedemographic variables Medium of Instruction and Subject did not have a major impact on the Perspectives of using Moodle based e-Learning environment for teaching and learning.However Male and Rural students was high comparing with counter parts.

Keywords : *Perspectives, MOODLE, e-Learning and Student teachers.*

INTRODUCTION

MOODLE is an acronym for "Modular Object-Oriented Dynamic Learning Environment" It is an online educational platform that provides custom learning environments for students. It was founded and developed by Martin Dougia in 2002. The purpose of Moodle is to provide teachers, administrators and students with an open, robust, secure and free platform to create and deliver personalized learning environments. Moodle is a user-friendly Learning Management System (LMS) which supports the learning and training of many institutions and organizations around the world (Adesope dan & Ahiakwo, 2016). Educators can use Moodle to create lessons, manage courses, and interact with teachers and students. Students can use Moodle to review the class calendar, submit assignments, take quizzes, and interact with their classmates (Widodo dan & Slamet,2020). Moodle is used by thousands of educational institutions around the world to provide an organized and central interface for e-learning. Teachers and class administrators can create and manage virtual classrooms, in which students can access videos, documents, and tests. Course chat allows students to communicate with the teacher and other students in a secure environment.Each Moodle classroom and course can be customized by the class administrator. For example, one teacher may choose to provide a wiki that students can edit, while another may opt to use a private web forum for online discussions (Bhattacharjee & Kamal, 2016). Some teachers may use Moodle to simply provide documents to students, while others may use it as the primary interface for quizzes and tests. Farheen (2017) stated that the individual class sizes can be scaled from a handful of students to millions of users. In order to create a Moodle learning environment, the Moodle software must be downloaded and installed on a web server. Gunduz dan & Ozcan (2017) pointed out that the Moodle platform is open source and is built using a modular design, so advanced users can modify the platform as needed. Individual users, such as teachers and students, can sign up for an account on the Moodle server and access content through either the web interface or the "Moodle Desktop" application. Moodle offers a powerful set of learner-centred tools and collaborative learning environments that enable both teaching and learning. Flexibility and scalability make Moodle adaptable for use in education, business, non-

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profit, government agencies, and many other community systems of all sizes.Gulhane (2016) stated that Moodle can be self-hosted (if you have the time, ambition, and talent) or you can utilize a Moodle provider for hosting and support for your Moodle environment. In that way, the present study makes to attempt to assess the perception of using Moodle based e-Learning environment for teaching and learning among student teachers.

REVIEW OF RELATED LITERATURE

Altunoglu (2017) found Initial perceptions of open Higher Education students using student management systems. Students benefit from them when they actively participate in the decision-making process of their own learning. They were found to have highly customized and personalized usage patterns and levels of engagement with the, LMS depending on their age, professional status, IT skills and educational background.

Basal, (2015) attempted to discover the opinions of pre-service teachers about the integration of LMS in English language teacher training. As the availability of educational technology increases, informing prospective teachers about the use of such technologies in the classroom has become imperative, especially for language teachers. Incorporating these techniques into the curricula of language education programs is more appropriate than simply sharing information with pre-service teachers through short computer courses.

Rhode, Richter, Gowen, Miller & Wills. (2017) conducted a research work on Under standing Faculty Use of the MOODLE. It has become a critical tool and enabler of online learning for almost all colleges. According to a 2014 report by the Education Center for Analysis and Research, 99 percentages of colleges have an LMS, and 85 percentages of teachers and 83 percentages of students use it.

Williams & Whiting (2016) investigatedthe Relationship between Student Engagement, Twitter, and a MOODLE : A Study of Under graduate Marketing Students. Because student engagement is believed to predict academic achievement, there is interest in finding methods that improve and increase student engagement at all levels of education.

Wichadee (2015) conducted a study on factors related to Faculty Members' Attitude and Adoption of a MOODLE. It plays a central role in organizing the course content. However, some teachers use LMS in their classes, while others do not. However, attitude toward the LMS, perceived ease of use, and perceived usefulness were found to be uncorrelated with actual use of the LMS. In addition, there was no significant difference in respondents' attitudes toward LMS by gender and subject.

NEED AND SIGNIFICANCE OF THE STUDY

A MOODLE (LMS) is a software application enables users or teaches manager to disseminate information from systematic planning by adopting appropriate pedagogical approach. It allows users to share information and collaborate online. In MOODLE (LMS), instructor or learning manager can monitor student involve ment, and assess their on going performance. Thus, in any LMS whether customized or a purchased system from vendor must include interactive features for instance, video conferencing and chat or group discussion tools. The use of LMS in teaching saves time for teachers and students and makes learning content more accessible, which promotes self-regulated learning. Theoretically, the LMS provides students with the ability to use interactive features such as; threaded discussions and discussion forums, getting comments from their lecture, submit their assignments, getting extra resources for lectures, make the connection with their lecture easily as well as help them to organize their lecture materials. However, in practice, many LMS platforms have a lot of setbacks. These included lacks of financial budget, compatibility of software and hardware, technical stuff and etc.

MOODLE (LMS) has many applications, and almost every teacher education program around the world now requires student teachers to use it as part of institutional teaching and learning practice.Its definition includes the provision of departmental and pedagogical

management tools for the implementation of online teaching and learning. The rationale behind adoption and usage of LMS can be best understood by its functionalities simply because it has become a complimentary medium for course-content delivery in both blended learning environments and completely online learning environments. As indicated in recent studies, LMS allows' students to access course information anywhere and anytime, according to their preferences. Particularly the student teachers should aware about LMS and their pedagogical benefits. So, the goal of the researchers is to find out the attitude of student teachers about the pedagogical use of MOODLE. This study will attempt to answer the following questions:

- What are the Perspectives of student teachers towards the pedagogical use of the MOODLE?
- Do the Perspectivesof student teachers differ about the use of the MOODLE in their teaching according to demographic variables?

OBJECTIVES OF THE STUDY

- To find out the difference, in the perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to gender, Locale, Medium of Instruction and subject.

HYPOTHESIS OF THE STUDY

To accomplish the objectives the following hypotheses were formulated for testing:

- There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Gender.
- There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Locale.
- There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Medium of instruction.
- There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Subject.

METHODOLOGY

The researcher adopted descriptive method with survey technique. The descriptive studies may include present facts, existing conditions concerning the nature of persons, a number of class of events and may entail procedures of enumeration, induction analysis, classification, details and measurement. Stratified random samplingtechnique was used to collect the data. Data were collected from 200 student teachers from Colleges of education in Tiruchirappalli district. The collected data were analyzed for further understanding. SPSS Package was used to analyze the data.

TOOL

The 'Perspectives of using Moodle based e-Learning environment questionnaire' (PMBEE) was developed by the investigators. The questionnaire consists of 40 items representing all the four dimensions such as Knowledge about Moodle based e-Learning environment, Interest in learning Moodle based e-Learning environment, Usage of Moodle based e-Learning environment and Entertainment related to Moodle based e-Learning environment. The responses for the questionnaire received from student teachers consisted of a five point Likert type scale with five options such as Strongly agree, Agree, Neutral, Disagree and Strongly disagree. For establishing face validity and content validity, the tool was subjected to the advice of a panel of experts. Based on their expertise, the tool was fine – tuned with necessary modification. The reliability coefficient for the tool is 0.949.

SCORING PROCEDURE

A score of 5 was given for Strongly agree, 4 for Agree, 3 for Neutral, 2 Disagree, and 1 for Strongly disagree. Since there were no negative items, all the items were scored in the same manner as stated above.

ANALYSIS OF DATA

Analysis and interpretation of the results are the most important steps after the data collection. The collected data were analyzed by use of appropriate statistical techniques for the present study.

FINDINGS AND INTERPRETATIONS

HYPOTHESIS 1 :

There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Gender.

Table – 1 : Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Gender

Gender	N	Mean	SD	't' value	Remarks
Male	90	116.76	24.06	2.316	Significant
Female	110	108.85	24.00		

The above table 1 shows thatmean, standard deviation and t-value of teacher educators grouped by gender. The calculated t-value of 2.316 is greater than the table value (1.96) at 0.05 level of significance.

Hence, null hypothesis is rejected. Further, it can be seen that the mean scores of male students (116.76) are higher than that of their counterparts (108.85). Therefore, it is concluded that male students have better Perspectives about using Moodle than female students.

HYPOTHESIS – 2

There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Locale.

Table 2 : Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Locale.

Locale	N	Mean	SD	't' value	Result
Rural	81	117.70	24.44	2.576	Significant
Urban	119	108.81	23.62		

The above table 2 sub grouped on the basis of their Locality of the students. As the calculated't' value 2.576 is greater than the table value (1.96) at 0.05 level of significance. Hence, the stated null hypothesis is rejected. Therefore, rural students have better Perspectives of using Moodle than urban students.

HYPOTHESIS – 3

There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Medium of instruction.

Table 3 : Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Medium of instruction.

Medium of Instruction	N	Mean	SD	't' value	Remarks
English	90	115.34	23.34	1.548	Not Significant
Tamil	110	110.01	24.89		

As the calculated t-value of 1.548 is less than the table value (1.96) at 0.05 level of significance. Hence, the stated null hypothesis, "There is no significant difference the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Medium of instruction" is accepted.

HYPOTHESIS 4

There is no significant difference in the Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Subject.

Table 4 : Perspectives of using Moodle based e-Learning environment for teaching and learning among student teachers with respect to their Subject.

Locale	N	Mean	SD	't' value	Result
Arts	85	110.04	22.18	1.186	Not Significant
Science	115	114.16	25.69		

The above table 4 sub grouped on the basis of their subject of the students. As per the calculated 't' value. 1.186 is less than the table value (1.196) at 0.05 level of significance. Hence the state null hypothesis is accepted. Therefore, science students have better perspectives of using moodle than arts students.

EDUCATIONAL IMPLICATIONS

- Student teachers are to be oriented on Technology integration with national and global expertise.
- Variety of learning context are to be consider while selection and implementation of best online platform for E-learning.
- Involvement of ICT in education will certainly provide a lot of avenues for traditional and on-line education.

- ☞ Learning Management Systems are efficient tools to promote E-learning methods and applications.
- ☞ The outstanding aspects of Moodle LMS platforms have been compared and the findings of this work will help all the application developers to concentrate on the lead areas.
- ☞ Providing sufficient funds to improve ICT integrated infrastructures.

CONCLUSION

Professional development models based on technology and pedagogy are increasingly used in most educational systems around the world to achieve high learning outcomes Ranjit. M.Gawande (2020). Though it may appear tedious implementing the model, the return is ultimately countless. No teacher will feel comfortable if challenged by pupils who are increasingly becoming technology knowledge because they come from homes that are highly equipped with a variety of technologies. This challenge can be overcome by effectively taking part in the proposed model of teacher professional develop ment. Moreover, it is teachers' responsi bility to guarantee that pupils perform out standingly in school and become successful citizens in the society and contribute to nation building. The reasons for LMS adoption and use can best be understood in terms of its functio-nality, as it has become a free tool for delivering course content in both blended and fully online learning environments. As indicated in recent studies, LMS allows' students to access course information anywhere and anytime, according to their preferences. Particularly,e-Learning can improve student accessibility, usability and collaborative learning in addition to increase student and teacher motivation.

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TEACHERS' ORGANIZATIONAL COMMITMENT WITHIN THE CONTEMPORARY EDUCATION SYSTEM

Dr. G. Chandrakumar

Abstract

Teachers' commitment towards their job is regarded as one of the key elements in building a quality education system of the country. In fact, teachers are the key players in the quality education delivery and nation building. So, the quality of education basically depends on the quality of teachers. In that way, the present study adapted survey design using a random sample of 186 higher secondary schoolteachers from Tiruchirappalli district. "Teachers' Organizational Commitment Scale (TOCS)" was developed by the investigator and validated by the experts. Descriptive and Differential statistics were used for the analysis of the data. Findings reveal that the organizational commitment among higher secondary school teachers was found average besides the demographic variables Gender, Age, Type of school, Type of Management and Teaching experience did not have a significant influence on teachers' commitment to work. However, it recommends that government should provide funds for training and retraining of teachers so as to meet the challenges of the on-going economic and social reforms.

Keywords : *Organization, Work commitment, Higher Secondary School, Contemporary & Education*

INTRODUCTION

Organisational commitment is defined as an individual's feelings about the organisation as a whole. It is the psychological bond that an employee has with an organisation and has been found to be related to goal and value congruence, behavioural investments in the organisation, and allegiance to the organisation. Teaching is the finest of all Professions, and teachers are said to be "Nation Builders" since their success is directly tied to the quality of their students' instructors. However, since a teacher is unable to carry out the duties of any of his or her previous professions, training for teachers has taken on a new relevance. The educational organization is one of the most important social institutions in a society. The effective and directive positions of an educational organization in a society firmly depend on its perfect coordination in the direction of social expectations.

The teacher in the educational organization system plays a significant role in influencing the student's affective domain of attitudes, character, values and societal as well as developmental concerns. The teacher has to structure the situation in such a way that each learner is encouraged to learn. The success of any education system largely lies at the hands of the teacher who conducts his activities in the organizational environment. Thus, the organization should provide a conductive climate for the teachers to carry out their work in an efficient and meaningful way. The teachers who are committed to their organizations can build the organizations. The functioning of the teachers in an effective and efficient way largely depends upon the structural mechanisms provided in the organization. Failure of any system of education implies a waste of investment and resource therein. Therefore, it is essential to find out the factors that contribute to the outcome. It is often said at the high school level, the academic performance of the learners is largely dedicated by the structure of the institution and the commitment of the teachers to the profession and organization. Only committed teachers alone

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can significantly contribute to achievement of learners. This research gap is understood by the present investigator and hence the present study is conducted.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers are generally considered as the most important resource in the education sector. An important variable in teacher quality in schools is teacher commitment.The teachers' commitment in turn, contributes to the overall development of the organization in general and the accomplishment of the prescribed goals and objectives of the organization in particular. As has been pointed out by the University Grants Commission, the quality and excellence in education can be attained under the framework of good organizational pattern of institutions. A sense of identification with the goals and objectives of the organization, the willingness to accomplish the goals and objectives of the organization, and the desire to remain in the organization as loyal member of organization significantly contribute to institutional quality and excellence in education. A well committed teacher alone can produce good academic results in the school system. Therefore, loyalty is the organizational variables which could influence the organizational effectiveness and the academic achievement. If the function of the organization is not effectively designed, there are dysfunctional effects in the organization. Therefore, for the successful functioning of an educational system, both the structure and resource system are very essential. Therefore, from the organization and managerial point of view, the variable namely organizational commitment is important. The study may be helpful to plan and implemented appropriate strategies to accomplish the goals and objectives of educational institutions.

OBJECTIVES OF THE STUDY

The following are the major objectives of the study

1. To study whether the men and women teacher differ in their level of organizational commitment.
2. To study whether the teachers differ in their organizational commitment on their basis of their age.
3. To find out whether the teachers working in boys, girl and co-education schools differ in their organizational commitment.
4. To find out whether the teachers working in Govt. and Aided schools differ in their level of organization commitment.
5. To study whether the teachers of above 20 years of teaching experience and the teachers of below 20 years of teaching experience differ in their commitment to organization.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated to give a specific direction to the study

1) The men and women teachers do not differ in their level of organizational commitment.
2) There exists no significant difference between the teachers of above 40 years of age and below of 40 years of age.
3) There exists no significant difference between the teachers working in boy, girl and co-education schools in their level of organizational commitment.
4) The teachers working in aided and government schools do not differ in their organizational commitment.
5) There exists no significant difference between the teachers of above 20 years of teaching experience and below 20 years of teaching experience in their organizational commitment.

METHOD OF STUDY

SAMPLE

The investigator adopted descriptive method with a survey technique. The survey research, the type of question and mode of responding the items are important to obtain appropriate response. In the present study, the high school teachers working in 24 Government High Schools and 9 Aided Schools in Tiruchirapalli District form the population of the study. From this population, a sample of 186 high school teachers was selected random sampling technique.

TOOL

The tool "Teachers' Organizational Commitment Scale (TOCS)" wasdeveloped by the investigator in the present study. The validated tool consists of three major components. Each component has eight items. Thus, the tool has 24 items in a rating format. The calculated value for reliability and intrinsic validity of the tool are 0.765 and 0.875.

SCORING PROCEDURE

The score of 5 is assigned 'to a very great extent' response, 4 is assigned 'to a considerable extent' response, Score of 3 is assigned 'to a moderate extent' response, 2 is given 'to a slight extent' response and Score of 1 is assigned 'to almost no extent' response.

ANALYSIS OF DATA

In the present study, the data are analysed at two levels – descriptive and differential. For descriptive analysis, mean and SD values are calculated and based on the values, the results are interpreted. For differential analysis, 't' test is used to find out the significance of difference between means.

Hypothesis - 1

"The men and women teachers do not differ in their level of organizational commitment".

Table - 1

Mean scores of men and women teachers' organization commitment

Gender	N	Mean	SD	't' value	Remarks
Male	89	95.98	13.77	0.8177	Not Significant
Female	97	97.43	11.63		

The calculated 't' value 0.8177 is not significant while verifying the hypothesis at 0.05 level of confidence. Hence the hull hypothesis that the male and female teachers do not differ in their level of organizational commitment is accepted.

Hypothesis - 2

"There exists no significant difference between the teachers of above 40 years of age and below 40 years of age".

Table - 2

Mean scores of above 40 years and below 40 years of age of teachers' organiza tion commit ment

Age	N	Mean	SD	't' value	Remarks
Above 40	118	97.73	12.23	1.172	Not Significant
Below 40	68	95.23	15.42		

In order to test this hypothesis 't'test is applied. The calculated 't' value 1.172 is no significant at 0.05 level. Hence the null hypothesis that there exists no significant difference between the teachers above 40 years of age and below of 40 years of age is accepted.

Hypothesis - 3

"There exists no significant difference between the teachers working in boy, girl and co-education schools in their level of organiza tional commitment".

Table - 3

Mean scores of organization commitment of teachers' working in boy, girl and co-education schools.

Type of School	N	Mean	SD	't' value	Remarks
Boys	17	99.62	10.32		
Girls	43	99.22	10.78	0.134	Not Significant
Girls	43	99.22	10.78		
Co-education	126	99.13	14.48	1.478	Not Significant
Co-education	126	99.13	14.48		
Boys	17	99.62	10.32	1.242	Not Significant

The following conclusions are drawn from the above table.

The teachers working in boys schools and the teachers working in girls schools do not differ in their organizational commitment (t value 0.134 is not significant at 0.05 level). The same conclusion is arrived at when the teachers working in girls schools are compared with the teachers working in co-educational institutions. When a comparison is made between the teachers working in co-educational institutions and boy's schools, no variation between them is found out. The overall conclusion is that the type of school

is not a factor in influencing the organizational commitment of teachers.

Hypothesis - 4

"The teachers working in aided and government schools do not differ significantly in their organizational commitment".

Table - 4

Mean scores of organization commitment of teachers' working in aided and government schools

Type of Management	N	Mean	SD	't' value	Remarks
Aided	60	98.5	13.82	1.03	Not Significant
Government	126	96.37	11.79		

The application of 't' test reveals that there exists no significant difference between the teachers working in aided and government schools in their level of commitment to their institutions. Hence the null hypothesis is accepted.

Hypothesis - 5

"There exists no significant difference between the teachers of above 20 years of teaching experience and below 20 years of teaching experience in their organizational commitment".

Table - 5

Mean scores of organization commitment of teachers' above 20 years of teaching experience and below 20 years of teaching experience

Teaching Experience	N	Mean	SD	't' value	Remarks
Above 20 years	27	97.35	11.23	0.195	Not Significant
Below 20 years	159	69.88	13.48		

The calculation of 't' value 0.195 reveals no significant difference between the two groups. Hence the null hypothesis is accepted.

From the above table it is known that the teachers having more than 20 years of teaching experience have greater level of commitment to their organizations. The calculated mean value 97.35 is far above the mid value 60 of the maximum possible score is 120.

EDUCATIONAL IMPLICATIONS

- ☞ The teachers identify themselves with the goals and objectives of their schools where they are working now.
- ☞ They are prepared to provide hard work for the effective functioning of their schools.
- ☞ They strictly adhere the rules and regulations of their schools in order to accomplish the tasks, stated goals and objectives.
- ☞ The teachers show a greater willingness to achieve the institutional goal and fulfill their vision and outcomes.
- ☞ They provide constructive ideas for the development of these schools

CONCLUSION

Teachers' commitment to efficiency, productivity and effectiveness in teaching and learning would translate into better school examination results and higher pass percentages for learners. It can be concluded that schools which seek to retain their teachers by building up a strong organizational commitment are in a better position to reap the benefits of a more dedicated, motivated, punctual and reliable teaching staff, (Karluki and Others, 2014). Based on the findings, it was recommended that administrators and policy makers alike should seek a plan for modalities of making teaching a more attractive career choice to produce sustainable school improvement and continuous teacher commitment. It is also important for stakeholders to know the aspect of the dimension that play an important role in boosting the commitment of teachers. Therefore, the organizational commitment of teachers is very important variable to determine the outcome of the institution. The study may be helpful to plan and implemented appropriate strategies to accomplish the goals and objectives of educational institutions. The study of the impact of organizational justice on the satisfaction and turnover of teachers are other avenues for research to explore.

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"Learning is the only thing the mind never exhausts, never fears and never regards".

- Leonardo Da Vinci

MANUSCRIPT GUIDELINES FOR AUTHO

The authors are expected to submit original, scholarly and unpu
following format.

MANUSCRIPT FILE

Length of the manuscripts should be approximately 2000-300
paper) please send MS Word compatible files only. At the time of subm
include tables and figures in the manuscript file with appropriate table a
Please do not send multiple files. You are requested to use Times New
double space between the lines and one inch margin on all sides. Justify
first lines of paragraphs rather than spacing between them. Please num
page.

COVER PAGE

Place the title, author name(s) with designation, contact addre
and e-mail id of the corresponding author(s).

MAIN BODY

The main body should include the following major components.

Abstract

Title followed by an abstract summarizing the major points of th
100 – 150 words. Abstract should be followed by key words.

Introduction

~~Introduction should pertain to specific area of~~ study and shoul
information.

Need and Significance of the Study

The author should emphasize the necessity of selecting this study

Objectives

Objectives should be framed very obvious, specific and relevant

Hypotheses

Hypotheses may be framed based on objectives.

Methodology-in-brief

Methodology should cover method adopted, population, sample,
used.

Analysis of Data

Relevant data may be given preferably in the form of tables or f
data more than one form. Do not include many tables. If feasible, comb