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Meta-Cognitive Awareness and Academic Self-Concept

Emotional Intelligence and Self-Concept

Private Tutoring and mainstream Schooling

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Well-being of secondary school teachers

Career Choices of Higher Secondary Students

Science process skills and scientific attitude

Teachers' effectiveness and students' academic performance

Design thinking for business management

Assessing English language skills

Job Satisfaction of medical personnel

Leadership traits of Tamil optional B.Ed. Students

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Respected Readers!

At the outset let me wish you a great and joyous Christmas and a grace-filled New Year 2022. May the coming year bring us more meanings and happiness to our lives; let it also offer us fruitful challenges so that we grow as a human community.

Glancing the programme schedule of teacher education, we could see, the TEIs in Tamil Nadu have sent in their prospective teachers to various schools for teaching internships. Internships in the schools, an integral part of teacher education, have the major aims of practicing the steps of newly taught pedagogy and classroom management.While applying the theory, the prospective teachers undergo a sea change in their perception of students, the senior teachers, parents and the management, in their understanding of the effects of pedagogy, in their ability to create the strategies in the classroom to inculcate the content, and the effective use of social intelligence. Though the time limit for internship seems to be a long stretch, number of dimensions of the prospective teachers seem to be growing apart from the academic development; Especially, the affective domain seems to be gaining its momentum, allowing the prospective teachers to be making an inner-reading of the person.

The internship offers an experience where the prospective teacher is expected to interact with school students of individual differences,not merely in terms of academic, but also economic, social and cultural that the person is exposed to a new society of various humans. Encountering with different kinds of people has always its advantages, leave alone the risk involved but think of new thoughts and refreshment of your knowledge. Ultimately what happens to the prospective teacher is the shaping of the personality; a new person is created, sharpened in social and emotional intelligence as per the needs of the society.

It is interesting to note that some of our prospective teachers had their internship online; this means to say, teaching -learning occurred through different learning management systems, duly organised by the schools as well as the students. Albert Einstein says, "In the midst of every crisis, lies great opportunity" (University News,59(48), 2021, p.23). Difficulties are there but they open up new horizons for blended learning and flexible learning platforms.On the whole, every event in pre-service programme of any discipline, should always mould the person so as to fit him / her for the future mission.

In this issue, we have twelve papers on various themes including emotional intelligence, well-being, job satisfaction, mobile learning, and so on. Theses articles and research papers have brought out a number of findings which would certainly, I hope, influence the thinking of educationists and help design a new pattern in our teaching-learning process.

Again, wising you a happy Christmas and prosperous New Year 2022.

Editorial Board

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CONTENT

META-COGNITIVE AWARENESS AND ACADEMIC SELF-CONCEPT AMONG SEVENTH STANDARD SCHOOL STUDENTS

UGC CARE APPROVED

ABSTRACT

This study emphasizes the correlation between Meta-cognitive Awareness and Academic Self-Concept among class even students at Hyderabad and Telangana State, India. In this research, Null hypothesis was formulated, two standardized tools were used: Meta-cognitive Awareness Index Scale developed by Schrawanddennison (1994) and Academic Self-concept Scale (ASCS) developed by Reynolds et al., (1980), Descriptive and inferential statistics were applied, Normality of sample Tested, the final sample was taken eighty (80),with simple random sampling technique was used in this study. According to Correlational Study, research finding is a positive correlation between academic self-concept and meta-cognitive awareness for the development of intellectual skills among the student of class seven in the study.

Keywords : *Meta-cognitive Awareness and Academic Self-concept, School Students.*

Introduction

Meta-cognition was popularized by John Flavell (1979). It consists of both knowledge of meta-cognition and meta-cognitive experiences or regulation of cognition. Meta-cognitive knowledge refers to acquire knowledge about cognitive processes, knowledge that can be used to control cognitive processes. He divided the idea of meta-cognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables. How do children think? How do they think about their own thinking? Do they reflect on what they think and understand? Is there any relationship between Meta-cognitive Awareness and Academic Self- Concept? In this study, the phrase "educational perspective" is delimited to academic self-concept: Meta-cognitive environment encourages awareness of thinking and higher-order thinking capacity. In creating a good environment through meta-cognition, one is teachers monitor and apply their knowledge. The second is deliberately modeling meta-cognitive behaviour to assist high school students in becoming aware of their thinking.

Moreover, Problem-solving and research activities in all subjects provide opportunities for developing Meta-cognitive strategies. Teachers need to focus on school student's attention on how tasks are accomplished. Process goals, in addition to content goals, must be established and evaluated with students, so they discover that understanding and transferring thinking and higher order thinking processes improves the learning. Meta-cognitive strategies will enable students to successfully cope with new situations. Teachers nourish on their talents and access affluence of resources that will create a good meta-cognitive environment that nourishes the development of good thinkers who are successful problem-solvers and lifelong learners. Shraw (1998) considersmeta cognitive as a multidi mensional phenomen on with two aspects, knowledge of cognition and regulation of cognition. Sch raw and Dennison (1994) developed the meta-cognitive awareness inventory as a quick and easy means to assess meta-cognitive awareness. As well as The Academic Self-concept Scale (ASCS) measures attitude, feelings, and perceptions related to one's intellectual or academic skills. In this study, Metacognitive Awareness [MA] refers to the ability to reflect upon, understand and control one's learning" (Schraw & Dennison, 1994, p. 460). In the present study, metacognitive awareness is assumed to consist of the following two components of metacognition: Knowledge of Cognition [KC] refers to the reflective aspect of learning, and it consists of

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declarative, procedural, and conditional knowledge; Regulation of Cognition [RC] refers to control aspect of learning Regulation of cognition corresponds to knowledge about the way students plan, implement strategies, monitor, correct comprehension errors, and evaluate their learning (Schraw & Dennison, 1994, p.460). Academic Self-concept [ASC] refers to an individual's perception of their academic abilities (Reynolds et al., 1980).

Significance of the Study

Meta-cognitive environment encourages awareness of thinking. In the creation of a meta-cognitive environment, teachers monitor and apply their knowledge, deliberately modeling meta-cognitive behavior to assist students in becoming aware of their own thinking. Meta-cognitive strategies are already in teachers' repertoires. We must become alert for these strategies, and consciously prototype them for the students. Problem-solving and research activities in all subjects provide opportunities for developing meta-cognitive strategies. Teachers need to focus on student's attention on how tasks are accomplished. Process goals, in addition to content goals, must be established and evaluated with students, so they discover that understanding and transferring thinking processes improves learning. In this rapidly changing world, the challenges of teaching help to students develop skills which will not become obsolete. Meta-cognitive strategies are essential for the twenty-first century. They will enable students to successfully cope with new situations. Teachers' talents and capacities on their talents as well as access a wealth of resources. All the teachers' academic standards will create a meta-cognitive environment which nourishes the development of good thinkers, who are successful problem-solvers and lifelong learners.

Objective of the Study

The main purpose of this research is to investigate meta-cognition from educational perspective. Therefore, educational perspective is delimited to academic self-concept. The following objective is delineated on the basis of the statement of problem of the study. To study the correlation between meta-cognitive awareness and academic self- concept.

Review of Related Study

Arens et al., (2011) points out that students' academic self-concept has received a lot of attention in educational research during the last two decades. They suggest that this is due to predictive power of academic self-concept for a broad scope of academic achievement. High level of academic self-concept is assumed to be a desirable outcome and mediator in favorable educational outcomes. (Arens et al., 2011).Dapp LC, Roebers CM (2021) research revealed that the individual-differences approach that has occasionally addressed this association is discussed and extended twofold. For one, a novel way to compare metacognition and self-concept is presented by computing a self-concept bias—analogous to metacognition research. For another, the study targeted a younger population, namely first-grade children. His study suggests that the accuracy of self-evaluations to be at stake instead. Hence, by introducing a method to quantify a bias in self-concept, the current study proposes a new and promising way to compare and relate the constructs of metacognition and self-concept.

Rosen et al., (2010) point out that academic self-concept is formed and developed through interactions with a student's significant others (i.e., parents, teachers, or peers) and therefore is dynamic as a student progress throughschooling.Roseet.al., (2010) observed that the issue of causality-whether academic self-concept demonstrates a causal relationship to achievement or vice versa-is an often-studied and unsettled issue in academic self-concept research. Wengler (2009) found in his study a strong correlation between academic self-concept and student engagement. A strong positive correlation ($r(52) = .68$, $p < .001$) was found between the dependent variable of academic self-concept and the independent variable of engagement for the entire population. When academic self-concept and student perceptions of membership was analyzed a moderately strong positive correlation($r(52) = .45$,$p < .001$)was found. This suggests that roles and membership have a

magical effect on the students. A strong positive correlation (r (52)=.46,p<.001) was also noted between Academic self-concept and student perception of authenticity. A reepattamannil and Freeman (2008) noted that, historically, self-concept emphasized global component of self-concept. In contrast, the recent models of academic self-concept by Shavelson, and also positive relationship between academic self-concept and academic achievement for both n on-immigrant and immigrant adolescents of Canada. Hubner and Stanton (1976) take the domain-specific perspective that supports a multi dimensional view of self-concept.

Grew Mc (2007) argues that, young children initially develop very positive but biased self-concept when compared to external reference indicators. However, as they grow the self-concept becomes more differentiated, reality-based, less positive, and synchronous with external criteria of evaluation. The Big-Fish Little-Pond[BFLP]effect occurs when students compare their personal academicperformance/ abilitywiththatoftheirpeers(anexternalframeofreference).

Hartman, Everson, Tobias and Gourgey (1991) investigated the relationship between academic self-concept, metacognitive problem solving and ethnicity. The study results showed zero order correlation when computed between meta cognition measures, Thinking About Problem Solving (TAPS) and different self-concept indices indicating TAPS had moderately positive relationship were between general self-concept and subject-specific self-concepts.

Byrne (1986) informs that the construct academic self-concept is studied from two perspectives: the dimensionality of the construct (within network relations) and its relation with other variables (between-network relations) referred as the no mological network of a construct. Within-network studies examine the structure of the academic self-concept construct itself often by means of exploratory and confirmatory factor analysis. Between net work studies aim at exploring the construct of self-concept onto a nomological network of other constructs that provide external validity criteria. Many researches are conducted on academic self-concept and it s relation with academic achievement in between- network investigation.

Rosen, Glennie, Dalton, Lennon and Bozick(2010) reviewed 42 abstracts based on academic self-concept. They analyzed the correlation relationship between self-concept and academic outcomes and found its overwhelmingly positive. Studies show that students feel more component in academic areas in which they achieve well and global and academic domain-specific and self concept are positively related to academic achievement, measured by grades and test scores.

Methodology

Simple Random Sampling method was adapted in this research study. A non-experimental, quantitative approach has been adopted for this study. In this study the selected variable was not manipulated, but studied as they exist, because they are attributes of the respondents. However, the study relied on numeric and quantifiable data. Academic Self-concept refers to the total score obtained by the respondent on Academic Self-concept Scale. Six schools have been selected and taken twenty students each, during the academic year 2019-2020 in Hyderabad, and Telangana State, India. This method of selection has ensured that each student had an equal chance of selection.

Tools used

Meta-cognitive Awareness Inventory (MAI) was developed and tested by Schraw and Dennison (1994) and Academic Self-Concept Scale (ASCS) developed by Reynolds et al. (1980) were used in this study.

To test reliability of the tests, Cronbach alpha coefficients were calculated for the test used in the present study, namely, Meta-cognitive Awareness Inventory (MAI), and Academic Self-concept (ASCS) scales.

Table 1
Cronbach's Alpha and means and Standard Deviation (SD) values of the tests.

Statistical Technique used

Pearson's product moment correlation.

Data Analysis :

Null Hypothesis(H0) : The following null hypothesis is formulated to test the research hypotheses. "There is no significant correlation between meta-cognitive awareness and Academic Self-concept of class Seven students".

Table 2

Correlation between components of Meta-cognitive Awareness and Academic Self-Concept

**** Correlation significant at 0.01 levels**

Observation and Interpretation

The result given in table-2 indicates that there is a positive correlation between Meta-cognitive Awareness and Academic Self-concept of the students. Hence the hypothesis stated that there is no correlation between Meta-cognitive Awareness and Academic Self-concept of students of class Seventh is rejected.

Finding and Discussion

There is a positive correlation between Metacognitive Awareness and Academic Self-concept of the class seven students.

This finding is partly explained in line with Mandelmanet.al (2010) who proposed that Academic Self-Concept is not only shaped by external input but meta-cognition may constitute a second source of input informing self-concept. Schraw, &Dennison (1994) has elaborated that skilled learners possess declarative, procedural, conditional knowledge about cognition. This knowledge usually improves performance and in turn affect academic self-concept. The positive correlation between meta-cognition and academic self-concept causes a ripple effect on performance and thus improves the academic achievement.

Conclusion

Finally, this research shows that meta-cognitive awareness is an important construct in seventh standard school education; as high levels of meta-cognitive awareness are associated with high levels of academic self-concept. The present study was conducted on class seven students. A replication of the across grade will be more helpful in understanding of meta-cognition especially in India. Overall, it would be beneficial for the school students that it is easy to work on one dimension and gradually it would also improve positive impact on other academic skills and strategies.

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A STUDY OF EMOTIONAL INTELLIGENCE AND SELF-CONCEPT OF THE STUDENTS OF STANDARD EIGHT OF MYSORE DISTRICT

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ABSTRACT

The present study titled "A Study of Emotional Intelligence and Self-Concept of the Students of Standard Eight of Mysore District" was a descriptive survey study. In this study, the investigator attempted to determine if there is any significant relationship between Emotional Intelligence and the Self-concept of the Students of Standard Eight.

The education system today, starting from primary till higher education, emphasises learning facts and concepts rather than developing functional thinking among students. The Social, Physical and Emotional aspects are not focused much on the system. This has resulted in an imbalanced development of the personality of the student population today. It is high time that education takes into consideration the development of social and emotional competencies seriously in the school situation. Both social, emotional competencies contribute to the integrated personality of the individual.

Recently, the importance of emotional competencies has been identified, and slowly measures are being taken to develop the same. It was first in 1989, John Mayer and Peter Salovey first coined the term 'Emotional Intelligence'; they used this term to describe a person's ability to understand his own emotions, the emotions of others and act appropriately based on these emotions.

Introduction

The present study is based on the theory of Emotional Intelligence, proposed by two psychologists, Peter Salovey and John Mayer, in 1990. The theory states that Emotional Quotient Principles provide a way to understand and assess people's behaviour, management styles, attitudes, interpersonal skills and potential. It supports that social and personal competencies are vital for a healthy and productive life. The contribution of Howard Gardner and E.L. Thorndike was noteworthy for the development of this theory.

Self-concept is one of the basic components of Emotional Intelligence. It is a central theme around which a large number of the major aspects of personality are organised.

According to Raimy(1943), Self-concept is the map, which each person consults to understand himself during the moments of crisis or choice. The self includes all that a person embraces in the works, me, mine and myself. It is within each person, the core and the substance of his experience as a human being. Cooley (1964) views that main ideals about himself are reflections of how others see him. He coined the term social or "looking-glass self", which is comparable to Millar's (1964) subjective public entity. The self is not the same as the human organism; it is a cognitive construct of the organism which is in certain ways Identifier relating the organism itself. The self has also been described as a nucleus of personality. According to Mead (1934), it is reflexive; it is an object to itself, and it can be both object and subject. It is both knower and the known, a perceiver and the perceived.

Cattell(1957) referred to Self-concept as the "Keystone personality". Its importance stems from its influence on the quality of a person's behaviour and his adjustment method to life and situation.

Need for the Study

In general it is quite obvious that Emotional Intelligence and Self-concept are the two related factors. But still, it requires empirical evidence to accept the

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same. The two factors together make a good combination to develop the good personality of the individual. Education, including all academic processes, becomes more meaningful when some efforts are taken to develop students' emotional intelligence and self-concept.

Objectives of Study

1. To study whether there is any significant difference between the Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.
2. To study whether there is any significant difference between the Self-concept of Boys and Girls of Standard Eight of Mysore District.

Hypotheses of Study

1. There is a significant difference between the Mean scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.
2. There is a significant difference between the Mean scores of Self-concept of Boys and Girls of Standard Eight of Mysore District.

Sample of the Study

The sample selected for the study consisted of 400 secondary school students of Mysore District. Out of these, Four hundred students, Two hundred were Boys, and Two Hundred were Girls.

[redacted]

Tools used in Study

Emotional Intelligence Scale (2021) and Children's Self-concept Scale (2021) constructed and validated by the investigator were used in the study.

Analysis and Interpretation of the Data

Objective One

The first objective was to study whether there is any significant difference between the Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.

The data related to this objective has been described in the Cumulative percentage frequency distribution given in the below table.

Table 1

Cumulate the positive Percentage Frequencies (Cum % f) of Scores of Boys and Girls of Emotional Intelligence

[redacted]

From the above table-1, it is revealed that the majority of the scores of Boys and Girls lies between 61 and 75 and the class interval of 66-70 has the maximum frequency of 73 and 75 respectively. It is observed that there are few scores at the extreme ends.

Hypothesis One

In order to find whether there is any significant difference between the Mean scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District, it was tested using 't', and hence a research hypothesis was formulated as

H1 : There is a significant difference between in the Mean scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.

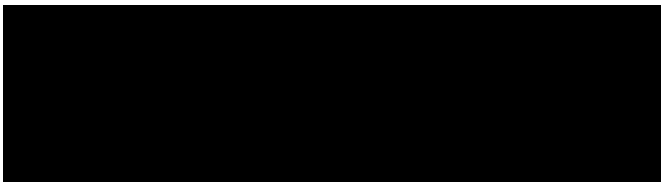
To test the research hypothesis, it was changed into a null form.

Ho : There is no significant difference between in the Mean scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.

The levels of significance for the result obtained were fixed at 0.05 levels. The theoretical value for level of significance fixed at 1.97 levels with df 398. The Mean (M), Standard Deviation(SD) and 't' value of the scores of boys and girls are given in the below table.

Table 2

Number(N), Mean(M), Standard Deviation(SD) and 't' value of the scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.



From the above table-2, it is observed that the Mean score of Boys (69.93) Girls (69.6) are same. It is also observed that the 't' value between two variables is 0.458, which is less than the table value (1.97) at 0.05 level. Hence the formulated null hypothesis. "There is no significant difference in the Mean scores of Emotional Intelligence between the boys and girls of standard Eight of Mysore District" was accepted. This shows that there is no significant difference in the scores on Emotional Intelligence between boys and girls.

Based on the above observations, it can be concluded that Boys and Girls do not significantly differ in their Emotional Intelligence.

Objective Two

The second objective was to study whether there is any significant difference between the Self-concept of Boys and Girls of Standard Eight of Mysore District.

The data relating to this objective has been described in the Cumulative percentage frequency distribution below.

Table 3

Cumulative Percentage Frequencies (Cum % f) of Scores of Boys and Girls of Self-concept

From the above table-3, it is observed that majority of the scores of Boys lies between 66 and 80 and the class interval of 76-80 has the maximum frequency, whereas majority of the scores of Girls lies between 66 and 80 and the class interval of 66-70 has the maximum frequency.

Hypothesis Two

In order to find whether there is any significant difference between the Mean scores of Self-concept of Boys and Girls of Standard Eight of Mysore District, it was tested using 't', and hence a research hypothesis was formulated as

H2 : There is a significant difference between the Mean scores of Self-concept of Boys and Girls of Standard Eight of Mysore District.

To test the research hypothesis, it was changed into a null form.

Ho : There is no significant difference between the Mean scores of Self-concept of Boys and Girls of Standard Eight of Mysore District.

The levels of significance for the result obtained were fixed at 0.05 levels. The theoretical value for the level of significance is fixed at 1.97 levels with df 395. The Mean(M), Standard Deviation(SD) and 't' value of the scores of boys and girls are given in the below table.

Table 4

Number(N), Mean(M), Standard Deviation(SD) and 't' value of the scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.

From the above table-4, it is observed that the Mean score of Boys (88.03) is higher than that of Girls (71.55). It is also observed that the 't' value between boys and girls is 13.29, which is more significant than the table value(1.97) at 0.05 levels. Hence the formulated null hypothesis. "There is no significant difference in the Mean scores of Self-concept between

the boys and girls of standard Eight of Mysore District" was rejected. This shows that there is a significant difference in the scores on Self-concept between boys and girls.

Based on the above observations, it can be concluded that Boys and Girls significantly differ in their Self-concept.

Major Findings of Study

1. There is no significant difference between the scores of Emotional Intelligence of Boys and Girls of Standard Eight of Mysore District.
2. There is a significant difference between the scores of Self-concept of Boys and Girls of Standard Eight of Mysore District.

Educational Implications

1. With Emotional Intelligence, Schools have the opportunity to improve school climate while providing their students and adults, for that matter, with the essential knowledge necessary for functioning in life.
2. Emotional Intelligence can be integrated into the existing curriculum. One of the best approaches for teaching Emotional Intelligence skills is by enriching material within the existing curriculum.
3. The teachers need to organise activities where students can be successful and thus enhance their Self-concept.
4. The teachers need to organise learning strategies in better ways to meet students need.
5. Self-concept is not a finished product at birth, but it develops due to the interaction of the organism and the environment. Both family and education institutions can provide varied experiences for the development of Self-concept.

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PRIVATE TUTORING AND ITS IMPACT ON MAINSTREAM SCHOOLING : A CASE STUDY

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ABSTRACT

The present investigation aims at studying the contribution of the areas related to private tutoring and its impact on mainstream schooling in relation to causes of the rising trend of private tutoring and its effects on mainstream schooling and problems faced by the mainstream schooling. From the results of the research, the causes of private tutoring and its impact on mainstream schooling are – failure of the government in school administrative system, schools focus on maintaining position holders, a low salary of private school teachers, high expectations of the students, parents and institutions, inadequate teaching performance of school teachers and unemployed youth who make teaching more interesting and fruitful for students. The problems faced by mainstream schooling are- private tutoring becoming a form of shadow education, tutoring culture degrading the values of education affect the creativity, skill and cognitive ability of the students, involvement of the school teachers in private tutoring, school teachers favour their own tutored students and increase the rate of student absenteeism in the schools.

Key Words : *School education, Private tutoring, Mainstream Schooling, Shadow education, Manipur.*

Introduction

School plays a vital role in shaping the child's personality and influencing the quality of the education received for the all round development of the child. There needs to be universal access for school education with universal retention and substantial improvement in the quality of education. Schooling is the foundation on which a child gets an education. But in recent times schooling is not the sole criteria where children go to seek education. It is the mechanism through which one receives the certification of having studied alongside the schools, the rapid rise of the shadow education system in the form of private tutoring. Now students go to private tutoring centers , which has assumed a parallel system and is considered an essential part of the students' lives. The public's view is not an encouraging one where they consider that every student needs to attend private tutoring to gain knowledge and skills. The examination-oriented education system also is one of the causes of students seeking an easy way out through private tutoring. Private tutoring feeds the students with ready-made answers and thus leading to spoon-feeding culture and not using their strength to learn things.

Inadequacies in mainstream schooling result in students looking for other avenues to supplement their requirements. Students get the opportunity to gain an extra edge over other students and cover basic skills and concepts. The size of the classes in mainstream schools also acts as a reason to secure individualized attention for the students, and private tuitions take advantage of this drawback. At the same time, there is a supply of tuition providers. It also leads to parents perception that giving individualized attention by the tutor is necessary for their children. They indulge in this practice hoping to give their children the best education that money can buy.

In Manipur, private schools organize extra classes for deserving students to produce high-ranking students who will bring good popularity to their school and attract more students in the future. They even tempt toppers in matriculation by offering them seats and monetary support like buying a market commodity. And private tutoring institutes also put up posters of the toppers who had studied in their tutoring institutes to attract students

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and garner more students in the future. The teaching techniques of the private tutoring centres are examination-oriented and often act as an examination guide, shortcut to success, and performance-enhancing therapy. It focuses on a very narrow area of achievement that is high scores in examinations. It reduces the quality of school education and demands the mark culture of the prevailing education system.

Need of the study

In the prevailing education system of Manipur, private tuition has become an indispensable element for almost all the students till class 10+2. However, the degree differs for pre-primary, primary and secondary education. Private tuition culture has rooted itself so deeply in the present education system of Manipur that it has become a very part of the education system. And every student and every parent think and consider that private tuition is a compulsory part of education. Keeping all these in view, the investigators chose this topic private tutoring and its impact on mainstream schooling. Therefore, there is a need to assess the causes of private tutoring and its effect on mainstream schooling and to study the reasons for the rise of private tutoring and its problems with mainstream schooling.

Objectives of the Study

1. To study the causes of the rising trend of private tutoring and its effect on mainstream schooling.
2. To find out the reasons for the rise of private tutoring and the problems faced by mainstream schooling.

Method of the Study

Methodology

The present study is conducted with the help of a descriptive survey method. This method has undoubtedly been the most popular and most widely used research method in education. The investigators selected this method because it is concerned with the present and attempts to determine the status of the problem under investigation

Population

The population for the present study was confined to the Heads of Institutions / Principals of the schools of Imphal East and Imphal West districts of Manipur.

Sampling

The sample for the present study consists of 32 Heads of Institutions of the schools, selected from the Imphal East and Imphal West districts of Manipur. The sample comprises 16 Heads of Institutions of the school from Imphal East district and 16 Heads of Institutions of the schools selected from Imphal West district. The simple random sampling technique was employed to ensure a fairly equal representation of the variables for the study.

Tools used

The tool for the study used was a questionnaire, which was developed by the investigators themselves to fulfil the mission of the study. The questionnaire contained – questions seeking information about two aspects, i.e. causes of private tutoring and its effect on mainstream schooling and private tutoring and its problems faced by mainstream schooling.

Statistical analysis

Analysis of data for the present study has been made in conformity with the objectives as formulated by the investigators. Statistical techniques were adopted to calculate frequencies and percentage for each question.

Results and discussion

Causes of private tutoring

The opinions and item-wise analysis of the Heads of Institution are below.

Table 2

Causes of Private Tutoring and its Effect on Mainstream Schooling

[redacted]

Table 3
Problems on mainstream schooling

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[redacted]

Problems of private tutoring on the Mainstream Schooling.

The opinions and item wise analysis of the Heads of Institution is shown below.

Conclusion

The first part of analysis discussed the causes of the rise of private tutoring and its impact on the mainstream schooling. While studying the causes it was found that majority of the principals agree that nowadays students, parents and institutions are highly competitive

with immense expectations and it is one of the causes of the rise of private tuitions. The failure of the government in the school administrative system, students and parents follow the fashion trend of attending private tuition culture without much consideration. Schools want students who are toppers and position holders to be kept in their school for revision courses for three to four months near examination to ensure that schools are able to maintain their fame and image. There was inadequate teaching performance of schoolteachers and they were more focused towards private tuitions than the school teaching and the increase of talented unemployed youths has led to the establishment of many tutorial hubs in the state. And lastly it was found that low salary of private school teachers is also a cause for private tutoring. Private school teachers have joined tutoring centres to earn a supplementary income for themselves.

The second part of analysis discussed the problems of private tutoring and its impact on the mainstream schooling. While studying the problems of private tutoring and its affect on mainstream schooling, it was found that private tuition has degraded the institutional values and moral values of the students. School has become a namesake and just a certificate issuing institution. Teachers favor their own tutored students and it leads to partiality in attitude and differentiation in marking system among the students. Private tuitions becoming a shadow education have harmed the school administration system and the teaching-learning process. Since students have already learnt the lesson in the private tuitions, they are not interested in the classroom teaching in the school, leading to students' absenteeism and affecting the school's attendance. Principals feel school teachers who indulge in private tuition do not focus on the lessons, and there is a lack of interest in classroom teaching and harms the teaching-learning in the main education system. It was seen that the defective evaluation system was the reason for the mass demand for private tutoring. And lastly, it was found that most principals agree that private tuitions affect the students' creativity, skill and cognitive ability.

Suggestions

1. School administrators and principals should ensure effective and efficient teaching practices are provided to students in their respective schools that students do not need to attend private tutoring.

2. Schools should focus on child-centric education, i.e. interactive and joyful, introducing competency-based learning and not focusing on examination-oriented teaching.
3. Proper remuneration needs to be given to the private school teachers to help them be less dependent on private tutoring and allow them to invest more time and energy in their primary responsibility of teaching in mainstream education.
4. It is also suggested that students and parents should not follow the fashion trend of attending private tutoring culture without much consideration.
5. The spoon-feeding culture is robbing away the thinking power, creativity and problem-solving skills of our young students. So, students should take responsibility for their learning. They must construct knowledge and should not receive knowledge as passive learners.
6. Schools should maintain an appropriate student-teacher ratio to get individual attention and classrooms are equipped with adequate learning facilities.
7. Government should promote learning in the school rather than private tutoring centres, and students need to be motivated to be punctual, disciplined, and attend schools regularly. This will enable to reduce absenteeism in mainstream schools.
8. The state government should implement a policy to adopt remedial classes for the weak students in all the schools. If this policy is implemented, then the private tutoring system will be eradicated slowly from the state. There need to be regular school inspections by the concerned authorities.
9. Lastly, it suggests that the present education system needs to change in the constructivist view of learning and in the teaching that aims to develop learners who construct their knowledge. For the learners, it is learning for the construction of

knowledge. In the constructivist way of teaching, emphasis is given to the individual learner as an important role in determining what will be learned.

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RE-ORIENTING POPULAR CHILDREN'S LITERATURE IN SECOND LANGUAGE CLASSROOM

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ABSTRACT

Second language learning is not a single entity; instead, a whole sort of inter and intra communicative processes meaningfully happen in a child's socio-cultural context. So far, the second language classroom is concerned, the culture of pleasure reading materials are more appealing than the traditional texts giving space to children's popular culture reading experiences in the form of comic series, storybooks, fiction, folk stories and other extra reading materials. The humorous and delightful contents, colourful pictures, funny dialogues etc. are implicitly enrich the second language linguistic abilities, like reading, vocabulary and comprehension skills among L2 learners when learning English (SL) in a de-contextual classroom environment are very different from home language. This paper will discuss the role of popular children's literature in the form of extra reading materials in enhancing basic second language English linguistic abilities among elementary school children of Bolpur, West Bengal.

Introduction

For a long time, the predominant learning model was that of acquisition far different from the constructive model. Children were perceived as containers that must be filled with knowledge and skills by teachers. The significant disagreement among educators is related to the degree of activity expected out of children. Most traditional approaches portrayed the child as a passive recipient of prepackaged knowledge, whereas Piagetians and the proponents of discovery learning expected children to be independent agents of acquisition. For them, the children construct their understanding and do not passively reproduce what is presented to them, whether in concrete or non-concrete objects. So, in a second language classroom, when L2 children are engaged with talking concrete picture books to enhance their linguistic expressions, it is considered a fruitful activity. Such activities also facilitate them in exploring their visual experiences. Picture books have enjoyed immense popularity in the classroom over the past few decades within the school system. They have been meaningfully used in classrooms to develop story writing, reading comprehension, and oral language skill and vocabulary recognition. It can also increase listening comprehension, retelling, and grammatical awareness etc., among students of all ages. Picture books can create an interest in reading in children. Unfortunately, we do not have a robust tradition of publishing picture books for such small children. Well-crafted picture books can use only pictures to develop and narrate a story. What is of the essence in picture books is the quality of pictures such that a child is easily able to piece them together in the form of a story. The illustrator plays a crucial role in the creation of picture books.

Many literacy experts have acknowledged comics as an excellent tool to engage reluctant readers and teach literary themes. Several cognitive sub-systems were working when children began to read, including phonological awareness, memory, the ability to co-ordinate perceptions with small motor movements and several other skills. Awareness of the operation of symbols is also necessary because they need to remember symbols and memorise how to spell the words. Simultaneously, children grow up with several books of their interest and definitely with the interests of their groups with whom they like to spend their time. Though they are forced to read the school textbooks, they have their reading worlds, such as storybooks of different themes, comics, magazines and children's news. Children often like to read the narrative encounters of

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those storybooks that they have seen in movies or any favourite TV serials. Browne (1999), in a study of her daughter's juxtaposing of visual and printed versions of the same texts, reported that watching videos helped her daughter gain confidence and enjoyment in the books (as cited in Marsh & Millard, 2000; p. 146). Children can become familiar with the language of books as they watch and re-watch popular TV programmes. A further advantage of this visual aspect is that comics can also convey symbolic cues (whose use is rooted in a treaty between readers and author), information that is not part of the written text, nor could it be portrayed simply via images.

Objectives of the study

1. To find out the types of popular children's literature used by L2 children in the second language classrooms.
2. To identify the role of popular children's literature in the daily lives of L2 children.
3. To know how popular children's literature enhance reading comprehension among L2 learner.

Methodology

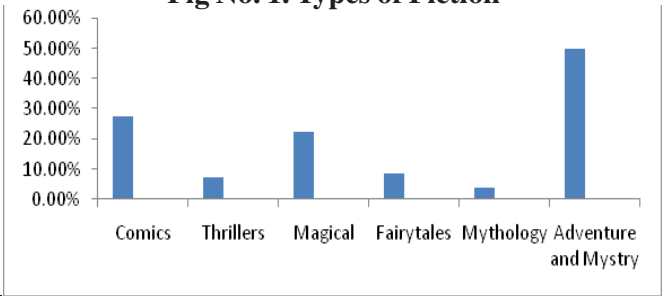
This study was designed to adapt the descriptive survey method to understand the recent trends in language classrooms, prioritising children's literature and reading for pleasure texts. Though the different age groups of children nowadays are spontaneously taking part in language and literacy practices other than the schools' text sources, popular culture has entered the language classrooms differently. Birbhum was selected as the population of the study; one of the districts of West Bengal has its history of Folk literature (baul) and Rabindranath Tagore' legacy of Children's literature. Eighty Bengali speaking students were selected through purposive sampling method from three Government schools of Bolpur, Birbhum. For a collection, the researcher prepared a self-made questionnaire on children's daily life activities in relation to popular extra reading texts to understand the nature, types, and content. This self-made questionnaire is divided into two parts: Fiction and Non-Fiction. The researcher divided those questions into two parts: Fiction & non-Fiction. The researcher categorised Fiction in Comics, Thrillers, Magical, Fairytales, Mythology, and Adventure and Mystery.

On the other hand, Non-Fiction is categorised in Syllabus-related books, Biographies, Autobiographies and Any other. With expert opinions and following standardisation, the researcher has selected the famous texts of the short story "fox and the grapes"; Tintin, Chota-Bheem, Motu-Patlu and Tom and Jerry comic strips for testing English reading comprehension skills of elementary students. Lastly, a content analysis was done of the concerned texts to analyse the implicit role of popular children's literature and its impact on the lives of L2 children.

Findings

1. The study revealed that popular comics, talking cartoon's books and picture books etc., were regular types of popular children's literature that stimulate learners' power of imagination that can be reflected either in written or spoken discourses of L2 Bengali speaking children. Learning of language through these sources had several counter effects on the regular language development of the children, because they learned a different style of English language what had no grammatical and structural bases. However, children learned a new structure of synthetic language informally, very different from conventional approaches of English second language learning classrooms. They played with such words and sentences by changing its shape having the same meaning, which was only known to them but not others. Here in the study children's choice of popular children's literature varies from fiction to non-fiction reading texts influenced by their media exposure possibly made them good readers.

Fig No. 1. Types of Fiction



WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO CATEGORY AND MONTHLY INCOME

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ABSTRACT

Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships to be happy, healthy, harmonious, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and capability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. The descriptive survey method was adopted for this study. The present study consisted of 48 secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana, during 2017-2018. The well-being tool developed by the investigators was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. The findings revealed that the category of the teachers does not influence teachers well-being. Teachers monthly income of the teachers does not affect well-being.

Keywords : *Well-being, Category, Income, Secondary School Teachers.*

Introduction

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays a significant role in the advancement of society. Students' character building, growth and success also largely depends on the role played by the teacher. It is the teacher who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society; their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the excellent and ideal citizen and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasised teachers important and crucial role in nation-building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17). The Kothari Commission (1964-66) was rightly emphasised ideal society citizen and that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing optimal health and well-being are prerequisites for the teaching-learning process. Teachers play a significant role in the success of any educational process, and the success depends upon the teacher's mental health, well-being, guidance, and teaching. National Curriculum Framework for Teacher Education (2009) emphasised that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to serve additional working hours daily to be effective and productive to reach the maximum extent and face challenging circumstances. The concept of well-being has become increasingly prominent since acknowledging health rather than the absence of disease is actualised.

The history of well-being dates back to Aristotle's period when Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfying prosperous life.' Bradburn (1969) emphasised how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this "lifelong pursuit of happy and prosperous life is to

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be the universal goal of human actions" (Bradburn, 1969, p.9). As expounded in the Indian scripture principle of life, es, especially the Bhagavad Gita, is beneficial for well-being (happiness) and personal growth. Mahatma Gandhi has also acknowledged the Indian great scripture; Bhagavad Gita is a proven rich source of mental peace or well-being (Amareshwaran, 2018). In the early days, experts in positive psychology agreed and supported the hedonic thought, which believes that 'subjective well-being and happiness both were used synonymously'. On the other hand, most of the other scholars' perspectives aligned with Aristotle's views on Eudaimonia; they society ideal citizen and believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprised of three main aspects; flourishing (which is also referred to as well-being), happiness and meaning are given in the following formula, Well-being = happiness + meaning.

Teachers' well-being

To emphasise performing daily responsibilities effectively, teachers need to be fit, well, and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurturing all the characters and personalities of students, including attitudes, habits, values, manners etc.

It is a fact that "an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy". (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become a significant concern globally. The major contributing factor and the principal source of the nation's development is its quality education, mainly on teacher qualities. The quality of life and stature of any individual depends primarily upon the quality of education they get. Quality education is seemed to be the most effective instrument to meet present as well as future challenges. The purpose of ensuring quality education is not only in helping individuals' physical as well as mental growth but also meet societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; they can also utilise their abilities and talents to the maximum extent.

There are multiple dimensions to well-being. To be 'well', each individual must actively strive to improve them within each size (Well-being in the Classroom: Education Conference Report 2012, p.7). For the present study, well-being comprises six dimensions. They were; (i) Physical well-being: expressed ag safe, sheltered, and sound health. (ii) Emotional well-being: expressed the ability to manage feelings, actions. (iii) Social well-being: expressed connectedness and belongingness to society and healthy relationships with all. (iv) Spiritual well-being: can be viewed that beliefs and values of an individual and sense meaning, the purpose of life and peace. (v) Professional well-being: expressed as an ability to manage a perfect equilibrium between professional activities and leisure time, able to address conflicts at work, stress, and building healthy relationships. (vi) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in their financial future.

Need & Significance of the study

Teachers are critical assets and play a crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that "the teachers have a major role in educational progress, whether active or passive contribute to work. Education development can be influenced by ignoring innovative practices or merely remaining quiet in the face of a growing need for reform." (p.23)

Based on the above exciting issues and the importance of teachers' well-being, an idea was conceptualised to study the status of well-being among teachers. Hence various issues need passive addressed which are related to teachers' well-being. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to newly formed Telangana state secondary school teachers. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the

present study intends to find out the well-being of teachers. The study findings would be helpful to the educational planners and policymakers in recommending and providing strategies to the teachers so that they may be able to manage and improve their well-being and give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being of school teachers. Hence it is worthwhile to undertake a research problem entitled "Well-being among Secondary School Teachers".

Literature Review

Parveen Grover (2006) found that senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that age was positively correlated with well-being and home adjustment. Uppal (2011) study showed that teachers who were satisfied with their job taught effectively. Meena Devi (2012) explored the significant difference in the level of well-being with respect to the marital status of high school female teachers. Paul Boreham, Jenny Mahmud Moein Addin, Shahnaz Nayebzadeh &Zahra Bahonar (2013) have argued that teachers' age, education, gender, and school-level found no relationship with the teachers' financial well-being. Rajkumar Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found to have higher well-being than their counterparts.

Objectives

1. To study the well-being among teachers in relation to their category.
2. To study the well-being among teachers with respect to monthly income.

Hypotheses

Considering the review of literature done, the hypotheses for the present study framed are:

1. There is no significant difference in the well-being of teachers with respect to their category.
2. There is no significant difference in the well-being of teachers in relation to their monthly income.

Methodology

According to the objectives, a descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. A random sampling technique was used for the selection of teachers. The total number of secondary school teachers in the three districts was 12,710 (Educational Statistics, Telangana, 2014-15). Out of 5785 teachers, 240 teachers were selected from Nalgonda, out of 2940 teachers, 96 teachers from Yadadri and out of 3985 teachers, 144 teachers from Suryapet in the ratio of 5:2:3. The standardised sample was taken from 40 schools. From each school, 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables

In this study, independent variables were a category and monthly income, and the dependent variable was well-being.

Tools used

Personal datasheet

Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Management, Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.

Well-being Tool

The investigator constructed the teacher's well-being tool after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and do not entirely cover the dimensions under the present study. The following tools were referred to before designing well-being tools for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et al. (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr Santosh K. Verma, and Ms Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015), Teacher well-being Index 2018 (Julian Stanley).

Reliability

Well-being tool was developed by the investigator. A pilot study was conducted to finalise the items in the tools and establish validity & reliability. A pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected. To find out the internal consistency of the teacher well-being tool, split-half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established.

Procedure

The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The well-being tool was distributed to the teachers, and instructions were read out. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analysed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics one way ANOVA was applied. The obtained results were discussed in the following tables.

Results

Hypothesis -1. There is no significant difference in the well-being of teachers with respect to their category.

Table 1

Showing well-being among teachers with respect to the category

	df (3,476)				Calculated 'F' value	p-value
	Category	N	Mean	S.D		
Well-being	OC	115	236.61	13.92	0.401	0.753
	BC	254	236.15	14.95		
	SC	99	234.6	13.29		
	ST	12	236.67	13.11		
	Total	480	235.95	14.31		

The one-way analysis of variance (ANOVA) has been employed to find out the difference in well-being among OC, BC, SC and ST teachers. As the p value is (P>.05) the hypothesis-1, "There is no significant difference in the well-being of teachers with respect to their category",-is accepted.

The difference in the mean score indicates that ST teachers seem to be comparatively better than others in well-being.

Hypothesis-2 : There is no significant difference in the well-being of teachers in relation to their monthly income

Table 2

Showing well-being among teachers with respect to monthly income

	Monthly Income	df (2,477)				p-value
		N	Mean	S.D	Calculated 'F' value	
Well-being	Up to Rs10,000	120	233.48	13.679	2.659	0.07
	Rs10,001 to 20,000	97	235.87	14.714		
	Rs20,001& above	263	237.11	14.363		
	Total	480	235.95	14.317		

As the P value is (P>.05) the hypothesis-2, "There is no significant difference in well-being of teachers in relation to their monthly income." is accepted. Result of 'F' test revealed that teachers with above Rs 20,001 monthly income appear to be relatively better in wellbeing.

Discussion

The research aimed to study the well-being among secondary school teachers in relation to their category and monthly income. The sample consisted of teachers belonging to OC, BC, SC and ST categories. Monthly income particulars of the teachers i.e., upto Rs.10,000 (Low income), Rs.10,001 to Rs.20,000 (middle income) and above Rs.20,001 (high income) were collected. The study indicated that teachers' well-being does not alter with respect to their category and monthly income. H1: There is no difference in well-being of teachers with respect to category. ST teachers seem to be comparatively better than others in well-being. H2: There is no difference in well-being of teachers in relation to their monthly income. Teachers with high

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CAREER CHOICES OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The present study aimed to find the career choices of higher secondary students. A normative survey method was used. A random sample of 960 higher secondary students studying in Cuddalore, Perambalur and Villupuram Districts of Tamil Nadu were selected for this study. Career Choice Inventory was used to collect the data. Data were analysed by using descriptive and differential statistics. Results found that the higher secondary students vary in their choices of different careers. The higher secondary students' first choice of career are education, training and library; the second and third choice of careers are architecture and engineering and healthcare practitioners, respectively. Furthermore, the higher secondary boys and girls differ significantly in their choice of careers.

Introduction

The world today is a fast-moving, techno tronic and digitalised one. Changes are happening day by day. Higher secondary school years are considered critical for adolescents because they are about to transit from school to work. Failure of students to make the right choices may lead to unhappiness and disapproval by society.

Concept of Career Choice

Career

Arnold (1997) defined a career as a sequence of employment-related positions, roles, actions and experiences. A career is how one sees oneself in the context of one's social environment, in terms of One's plans, past accomplishments or failures, and present competences and attributes (Raynor and Entin, 1982).UNESCO (2002) defined career as the interaction of work roles and other life roles over a person's lifespan, competencies including both paid and unpaid work.

Choice

According to the traditional point of view, a 'choice' is the individual's decision at a given moment. Crites (1969) defined choice as 'the individual's statement of the occupation or curriculum they intend to enter.

Career Choice

Career choice is a strong feeling of working in dream occupations or an arena of passion(Eccles, 2007). More simply, it is stated that career choices are expressed career-related goals or choices that provide essential motivational momentum for career-related behaviours and future educational career success (Rojewski,2005).

Review of Literature

Omar et al., (2021) studied the factors that influence 436 students career choices. The study's findings revealed that only five variables significantly influence students: Personality, Parents or Guardians, Peer groups, Career guidance counsellors, and environment, while economic consideration factors were not significant. However, Peer groups showed a negative relationship with students' career choices. Furthermore, there is a substantial difference between the mean group of residences during the study regarding career guidance counsellors and opportunity.

Blotnicky et al., (2018) studied the correlation between STEM career knowledge, mathematics self-efficacy, career interests, and career activities on the likelihood of pursuing a STEM career among 1448 students in grades 7 and 9 from public schools in Atlantic Canada. The study showed that while older students had more knowledge about mathematics/science requirements for STEM careers, this knowledge was lacking overall. Also, students with higher mathematics self-efficacy were more knowledgeable about STEM career requirements. Furthermore, students with higher

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mathematical self-efficacy and STEM career knowledge were more likely to choose a STEM career. Students with greater interest in technical and scientific skills were also more likely to consider a STEM career than those who preferred career activities that involve practical, productive, and concrete actions.

Need of the study

Career choice is a complex process of balancing personal characteristics with societal constraints to clarify and implement a series of career decisions over time. Making a correct career choice is one of the major decisions of higher secondary students in their academic and personal life. The higher secondary students lack career information, and a wrong decision is the most contributing factor to unemployment, job mismatch, and underemployment. A recent study conducted by Roshni Chakrabarty (2019) on career options awareness among 10,000 students aged 14 to 21 hailing from all over India. The survey report revealed that among 250 career options available across 40 domains covering 5000 job types, a staggering 93% of the students who participated in the survey were aware of just 7 career options-Law, Engineering, Medicine, Accounts and finance, Design, Computer applications and IT, and Management. This study will be helpful to the teachers and parents create awareness about various careers available for the students.

Objectives

1. To find the career choice of higher secondary students.
2. To find the significant difference between the higher secondary boys and girls in the choice of careers.

Hypothesis

1. There is no significant difference between higher secondary boys and girls in their choice of careers.

Research Design

A normative survey method was employed for the study. A random sample of 960 higher secondary second-year students studying in 32 higher secondary schools located in Cuddalore, Perambalur, and Villupuram districts of Tamil Nadu were selected. The Career Choice Inventory (CCI) constructed by Govindan (2010) was used to collect relevant data. To analyse the data, the Mean, Standard Deviation, and 't'-test were employed.

Analysis of Data

Descriptive Analysis

Rank order of the choice of career

The careers are ranked based on their choice scores.

Table 1

Career Choice Mean Score and Rank order of Choice Pattern

Careers	Career Choice mean score	Order of choice pattern
Education, training and Library career (ETLC)	2.47	1
Architecture and Engineering career (AEC)	2.44	2
Health care practitioners and technical career (HPTC)	2.4	3
Computer and mathematical career (CMC)	2.33	4
Community and social service career (CSSC)	2.32	5
Protective service career (PSC)	2.31	6
Legal career (LC)	2.24	7
Life, Physical and social science career (LPSSC)	2.2	8
Personal care and service career (PCSC)	2.13	9
Management career (Mtc)	2.12	10
Health care and Support career (HSC)	2.11	11
Military career (MC)	2.1	12
Business and financial operation career (BFOC)	2.07	13
Arts, Design, Entertainment, Sports, and media career (ADESMC)	2.05	14
Production career (PC)	2.02	15
Installation, maintenance repair career (IMRC)	2.01	16
Building and grounds dealing and maintenance career (BGCMC)	2	17
Food preparation and serving related career (FSRC)	1.99	18
Transportation and material moving operation (TMMOC)	1.95	19
Office and Administrative career service career (OASC)	1.93	20
Sales related career (SRC)	1.9	21
Farming, fishing and forestry career (FFFC)	1.87	22
Construction and extraction career (CEC)	1.78	23

As indicated in table 1, the higher secondary student's first career choice is Education, Training and Library. The second and third choices of their careers are Architecture and engineering, and Healthcare, respectively. The higher secondary students least choice of their careers are Sales, Farming and Construction.

Table 2

Mean and SD scores of career choices of higher secondary boys and girls

Careers	Gender			
	Male N =491		Female N = 469	
	Mean	SD	Mean	SD
AEC	2.48	0.73	2.4	0.74
ADESMC	2.03	0.73	2.05	0.82
BGCMC	2.03	0.85	1.97	0.81
BFOC	1.96	0.8	2.17	0.79
CSSC	2.34	0.73	2.28	0.74
CMC	2.28	0.81	2.35	0.79
CFC	1.81	0.8	1.74	0.76
ETLC	2.44	0.68	2.49	0.69
FFFC	1.91	0.82	1.82	0.79
FPSRC	1.93	0.8	2.06	0.77
HCPTC	2.34	0.77	2.44	0.74
HCSC	2.03	0.77	2.19	0.76
IMRC	2.08	0.79	1.93	0.77
LC	2.21	0.73	2.27	0.76
LPSSC	2.15	0.8	2.24	0.77
MTC	2.12	0.8	2.13	0.78
MYC	2.14	0.77	2.07	0.81
OASC	1.91	0.8	1.95	0.78
PCSC	2.15	0.79	2.11	0.77
PC	1.99	0.71	2.04	0.75
PSC	2.29	0.75	2.33	0.79
SRC	1.9	0.78	1.9	0.7
TMMOC	1.93	0.79	2	0.81

It is clear from the table 2 the mean career choice scores of higher secondary boys ranges between1.81 – 2.48. The highest mean score is the career AE (2.48) which indicates that the first choice of career among higher secondary boys is architecture and engineering. The lowest mean score is for the career CE (1.81), which denotes the least choice of career among the boys is construction and extraction.

The table also reveals that higher secondary girls mean career choice scores range between 1.74 – 2.49. The highest mean score is for the career ETL (2.49), indicating that the first choice among higher secondary girls is education, training, and library. The lowest mean score is for the career CE (1.74), which reveals that the least choice of career among the girls is construction and extraction.

Hypothesis

There is no significant difference between higher secondary boys and girls in their choice of careers.

Table 3

Mean difference between higher secondary boys and girls with respect to their career choice scores.

Careers	Gender				Calculated 't' value	L.S
	Boys		Girls			
	Mean	SD	Mean	SD		
AEC	2.48	0.73	2.4	0.74	1.8	NS
ADESMC	2.03	0.73	2.05	0.82	0.79	NS
BGCMC	2.03	0.85	1.97	0.8.1	1.19	NS
BFOC	1.96	0.8	2.17	0.79	4.05	0.01
CSSC	2.34	0.73	2.28	0.74	1.25	NS
CMC	2.28	0.81	2.35	0.79	1.4	NS
CFC	1.81	0.8	1.74	0.76	1.3	NS
ETLC	2.44	0.68	2.49	0.69	1.19	NS
FFFC	1.91	0.82	1.82	0.79	1.7	NS
FPSRC	1.93	0.8	2.06	0.77	2.53	0.05
HCPTC	2.34	0.77	2.44	0.74	2.31	0.05
HCSC	2.03	0.77	2.19	0.76	3.16	0.01
IMRC	2.08	0.79	1.93	0.77	2.86	0.01
LC	2.21	0.73	2.27	0.76	1.21	NS
LPSSC	2.15	0.8	2.24	0.77	1.61	NS
MTC	2.12	0.8	2.13	0.78	0.91	NS
MYC	2.14	0.77	2.07	0.81	1.2	NS
OASC	1.91	0.8	1.95	0.78	0.75	NS
PCSC	2.15	0.79	2.11	0.77	0.7	NS
PC	1.99	0.71	2.04	0.75	1.07	NS
PSC	2.29	0.75	2.33	0.79	0.66	NS
SRC	1.9	0.78	1.9	0.78	0.07	NS
TMMOC	1.93	0.79	2	0.81	1.25	NS

Table-3 indicate that the calculated 't' values 4.05, 3.16 and 2.86 are significant at 0.01 level and 't' values 2.53 and 2.31 are significant at 0.01 level. It reveals that the higher secondary boys and girls differ

significantly in their choice of BFO, HCS, IMR, FPS, HCPT careers. The Calculated 't' values of 1.80, 0.97, 1.19, 1.25, 1.40, 1.30, 1.19, 1.70, 1.21, 161, 0.19, 1.20, 0.75, 0.70, 1.07, 0.66, 0.07 and 1.25 are not significant even at 0.05 level. It reveals that the higher secondary boys and girls do not differ significantly in their choice of AE, ADESM, CSS, CM, CE, ETL, FFF, L, LPSS,MT, MY, OAS, PCS, P,PS, SR and TMMO careers. Hence, the null hypothesis is rejected for BFO, HCS,IMR, FPS, and HCPT careers and retained for the remaining careers.

Findings with Discussion

1. The higher secondary students vary in their choices of different careers.
2. The higher secondary student's first choice of career is education, training and library. This result corroborates with the study of Kyriacon and Benmansar (2002). They concluded that teaching is a respectable and enjoyable career and provide opportunities to use their intellect and share their knowledge with others. The result also received support from Musgrave (1982) who stated that teaching is viewed as a ladder through which one can climb onto other professions. Similarly, the study result was strengthened by the research of Samungou Singh (2006) who found that a large percentage of students (46.2%) wanted to become academicians.

The second and third choice of careers are architecture and engineering, and health care practitioners respectively.

3. The first choice of career of higher secondary boys is for architecture and engineering, and that of girls is for education, training and library. Similarly, the least choice of career of higher secondary boys and girls is for construction and extraction.
4. There is a significant difference between boys and girls in respect of their choice of business and Financial operations; health care and support; installation, maintenance, repair; and healthcare practitioners and technical careers. But there is no significant difference in respect of their choice of architecture engineering; building and grounds cleaning and maintenance; arts, designs, entertainment, sports; and media, community and social service; computer and mathematical; construction and extraction; education, training and library; forming fishing and forestry; legal; life; physical and social science, management; military; office and administrative service; personal care and service; production; protective service; sales-related; and transportation and material moving operation careers.

Conclusion

The conclusion of the study has some crucial recommendations not only for the students and teachers but also for all those concerned with the education of young, including researchers, vocational counselors, and parents.

1. The present study's results indicate that the students' least choice of career is farming, fishing and forestry, sales, construction and extraction. These are the traditional and conventional careers. The Government, Schools and teachers should make necessary arrangements to familiarize the importance of the traditional careers among the students.
2. The parents should not force their children's to take up a particular career. They should encourage their children's to choose their careers based on their ability, attitude and interest.
3. Workshops, Seminars and symposia may be organized in schools to disseminate information about the various careers available in society.

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WELL-BEINGAMONG...

income (above Rs.20,001 monthly income) appear to be relatively better than others in their well-being.

Conclusion

Teacher training institutes, policy makers and Government need to develop and organize the programs to newly appointed and junior teachers about how to manage and improve their well-being. The study shows that category of the teachers does not influence their well-being. However ST teachers seem to be comparatively better than other category teachers. Teachers with high income (Rs.20,001 monthly income) appear to be relatively better than others in their wellbeing.

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A STUDY ON THE RELATIONSHIP BETWEEN SCIENCE PROCESS SKILLS AND SCIENTIFIC ATTITUDE

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ABSTRACT

In this study, the investigator attempted to study the relationship between Science Process Skills and Scientific Attitude among Secondary School Students of Mangaluru Taluk. Two hundred students studying in Secondary School were the sample of the study. Science Process Skill was measured by a test constructed and validated by the researcher. The 'Scientific Attitude Scale measured scientific Attitude', a Standardized Tool by Avinash Grewal. The results revealed that there is a significant positive correlation between Science Process Skills and Scientific Attitude. Further, the high and low achievers showed a significant difference in their Science Process Skills. Boys and Girls did not show any significant difference in both Science Process Skills and Scientific Attitude. The study has broad implications to be practised in Science Learning.

Keywords : *Science Process Skills, Scientific Attitude, High and Low Achievers.*

Introduction

Science Education is an essential part of our school programme and provides specific training in observation and reasoning. As one considers the nature of science, the teaching of Science should include proposing problems, formulating hypotheses, testing with the help of controlled experiments, distinguishing between scientific information and beliefs, etc. These initiations and expectations should be brought down to the children's level of experience to promote the quality of reasoning that could be referred to as the outcomes of science education. Attempts have been made to re-orient the curriculum to give due importance to processes in science education, focussing on current scientific knowledge and science programmes that provide the student with an understanding of the process of science. National Committee on Science Education Standards and Assessment advanced inquiry as an important standard. The science criteria framed by the evaluation system of the General Certificate of Secondary Education gave importance to developing skills, methods and experimentation. NCERT, while planning the integrated science curriculum, identified the process approach as one of the core elements. The Commission on Science Education of the American Association for the Advancement of Science launched a programme, 'Science - A Process Approach' (SAPA); the processes are classified into eight basic processes such as Observing, Using space/time, Classifying, Using numbers, Measuring, Communicating, Predicting and Inferring and five integrated processes as Controlling variables, Interpreting data, Formulating hypotheses, Defining operationally and Experimenting. AKTAMIS Hilal and ERGIN Omer (2008), in their study, revealed that Scientific Process Skills improve Scientific Creativity and Academic Achievement. Through their research, Taylor Dawne, Rogers Amy L. and Veal William R. (2009) proved that self-reflection significantly helped students develop Basic and Advanced Process Skills. Aruna P.K. and Sumi V.S. (2010) revealed that the Process Approach Teaching was effective for the proper development of Process Skills in Science and increased the Attitude towards Science. T.I. Manoj and Devanathan S. (2011) revealed that Process Skills in Biological Science and Scientific Attitude were positively co-related. R. Gnanadevan and A. Selvaraj (2013)revealed a significant correlation between Achievement in Science, Problem Solving Ability and Scientific Attitude. Zeidan, Afif&Jayousi, Majdi (2015) indicated significant differences in science process skills due to gender favouring females and locality favouring village students. Therefore the researcher determined to study the relationship between Science Process Skills and Scientific Attitude among Secondary School Students of Mangaluru Taluk.

Operational Definitions of the Terms

Science Process Skills:

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The scientific method, scientific thinking and critical thinking have been terms used at various times to describe Science Process Skills. In the present study, the researcher refers to Science Process Skills such as observing –using the senses to gather information about an object or event, Classifying–grouping objects or events into categories based on properties or criteria, Experimenting –conducting an experiment and asking appropriate questions, Interpreting - organising data and drawing conclusions from it, Inferring - making an educated guess about an object or event based on previously gathered data or information Predicting - forecasting events based on observations and previous experiences or specific pattern of reliable data.

Scientific Attitude

It is a complex of tendencies to react consistently to a novel or problematic situation and in everyday life and thinking. In the present study, the researcher refers to Scientific Attitude to the important characteristics such as Critical, Open-mindedness, Belief in cause and effect relationships, Truthful, draws conclusions based on facts, Adopts a planned procedure and techniques in solving a problem and Seeks the most recent authoritative and accurate evidence related to the problem.

Secondary School Students

The students studying in High School are referred to as Higher Secondary School Students. In the present study, VIII, IX and X Standard students are Secondary School Students.

High and Low Achievers

The students are categorised as High and Low Achievers based on the previous semester examination marks.

Mangaluru Taluk

It is one of the Taluks in Dakshina Kannada District of Karnataka

Objectives of the Study

1. To find the significant difference in Science Process Skills among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.
2. To find the significant difference in Science Process Skills among Boys and Girls of Secondary School Students of Mangaluru Taluk.
3. To find the significant difference in Scientific Attitude among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.
4. To find the significant difference in Scientific Attitude among the Boys and Girls of Secondary School Students of Mangaluru Taluk.
5. To find the relationship between Science Process Skills and Scientific Attitude among Secondary School Students of Mangaluru Taluk.

Hypotheses of the Study

1. There is no significant difference in Science Process Skills among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.
2. There is no significant difference in Science Process Skills among the Boys and Girls of Secondary School Students of Mangaluru Taluk.
3. There is no significant difference in Scientific Attitude among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.
4. There is no significant difference in Scientific Attitude among the Boys and Girls of Secondary School Students of Mangaluru Taluk.
5. There is no significant relationship between Science Process Skills and Scientific Attitude of Secondary School Students of Mangaluru Taluk.

Methods

This is a descriptive survey study. All the Secondary School Students of Mangaluru Taluk were considered the population of the study. Randomly selected 200 students were the sample. The scores of the semester examination in Science were collected to categorise the sample as High and Low Achievers. Science Process Skills was measured using the 'Test on Science Process Skills' constructed by the investigator and validated. The Scientific Attitude Scale (SAS), a standardised rating scale by Avinash Grewal. Teachers were used to measure the Scientific Attitude.

Data Analysis and Interpretation

Hypothesis 1 : There is no significant difference in Science Process Skills among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.

Table 1
Scores on Science Process Skills among the High and Low Achievers of Secondary School Students of Mangaluru Taluk

Variable	N	Mean	Median	SD	Calculated 't' value	Remark
High Achievers	100	38.81	39	3.79	6.11	S
Low Achievers	100	23.12	23.5	4.32		

(At 5% level of significance table value of 't' is 1.984)

Hypothesis 2 : There is no significant difference in Science Process Skills among the Boys and Girls of Secondary School Students of Mangaluru Taluk.

Table 2
Scores on Science Process Skills among the Boys and Girls of Secondary School Students of Mangaluru Taluk

Variable	N	Mean	Median	SD	Calculated 't' value	Result
Boys	100	31.07	31	9.24	0.86	Not significant at 0.05 level
Girls	100	30.86	31	8.48		

(At 5% level of significance table value of 't' is 1.984)

Hypothesis 3 : There is no significant difference in Scientific Attitude among the High and Low Achievers of Secondary School Students of Mangaluru Taluk.

Table 3
Scores on Scientific Attitude among the High and Low Achievers of Secondary School Students of Mangaluru Taluk

Variable	N	Mean	Median	SD	Calculated 't' value	Remark
High Achievers	100	70.87	70	10.44	1.77	NS
Low Achievers	100	58.26	58	6.94		

(At 5% level of significance table value of 't' is 1.984)

Hypothesis 4 : There is no significant difference in Scientific Attitude among the Boys and Girls of Secondary School Students of Mangaluru Taluk.

Table 4
Scores on Scientific Attitude among the Boys and Girls of Secondary School Students of Mangaluru Taluk

Variable	N	Mean	Median	Standard deviation	Calculated 't' value	Remark
Boys	100	66.38	65	12.02	0.01	NS
Girls	100	62.75	60	9.28		

(At 5% level of significance table value of 't' is 1.984)

Hypothesis 5 : There is no significant relationship between Science Process Skills and Scientific Attitude of Secondary School Students of Mangaluru Taluk.

Table 5
Scores on Science Process Skills and Scientific Attitude of the Secondary School Students of Mangaluru Taluk

Variable	N	Correlation 'ϒ'	Table Value	Result
Science Process Skills	200	0.203	0.195	Significant at
Scientific Attitude	200			0.05 level

Major Findings of the Study

1. The High and Low achievers of Secondary School Students of Mangaluru Taluk significantly differ in their Science Process Skills.
2. Boys and Girls of Secondary School Students of Mangaluru Taluk do not differ significantly in their Science Process Skills.
3. The High and Low Achievers of Secondary School Students of Mangaluru Taluk do not differ significantly in their Scientific Attitude.
4. Boys and Girls of Secondary School Students of Mangaluru Taluk do not differ significantly in their Scientific Attitude.

5. Science Process Skills and Scientific Attitude of Secondary School Students of Mangaluru Taluk are positively correlated.

Implications and Conclusions of the Study

1. At the Secondary Level, the students develop the intellectual ability to comprehend the Science Process Skills. Hence, teachers could use this as an Attitude approach, thus facilitating learners to advance their Science Process Skills. The development of Science Process Skills can provide a framework for developing a stimulating and dynamic Science Education in Secondary Schools.
2. The product aspects of Science could be transacted meaningfully, thus developing the Science Process Skills.
3. The rationale in developing instructional plans of Science Teaching can be improved by using Science Process Skills, giving enough scope for observation, comparison, classification, inference, prediction and interpretation.
4. Teachers should identify the achievement level of students and accordingly and focus on developing specific Science Process Skills. To enhance the learners' achievement with respect to intelligence levels, teachers should plan their teaching to provide opportunities for learners towards inquiry skills and habits of precise thinking.
5. Science education needs to be strengthened, and teachers should have the ability to experiment with student goals, a better adaptation of teaching-learning to individual needs, increased opportunity for co-operative work and emphasis on inquiry and problem solving, which leads to the development of Science Process Skills and Scientific Attitude.

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ROLE OF TEACHERS'EFFECTIVENESS ON STUDENTS ACADEMIC PERFORMANCE AT THE SECONDARY LEVEL

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ABSTRACT

The teachers' effectiveness for student academic performance plays a significant role at the secondary level. This present study attempts to analyse the effect of teacher effectiveness on secondary level students' academic performance in the North 24 Parganas district. A descriptive research design has been adopted for this present study. The present study comprises 200 teachers and students of a few selected secondary schools in the North 24 Parganas district of West Bengal. Each teacher was asked to evaluate the latest academic performance of any one student in their class. A self-made questionnaire on students' academic performance rating scale by the researcher and a questionnaire on teacher effectiveness constructed and standardised by Sujata Mishra were used to administer the present study. The study was done by random sampling on teachers of several Secondary level schools of North 24 Parganas district of West Bengal. Seven hypotheses were tested at the 0.05 level of significance using mean, standard deviation, t-test, Anova and correlation analysis as statistical techniques. The finding shows a significant positive relationship between teacher effectiveness and students' academic performance of Secondary level students.

Keywords : *Teachers' Effectiveness, Students' Academic Performance, Secondary Level*

Introduction

A teacher's effectiveness plays a significant role among all of their students. The effective teacher follows the appropriate teaching process for the development of the student. The purpose of the teacher's effectiveness is to help the students develop their inherent qualities to the fullest.

Students' academic performance plays a significant role in the case of classroom teaching. After completing the classroom learning, completing given relevant results by evaluating based on the academic performance. Different factors are involved in the student's academic performance to help the student perform properly. The year-round student-teacher work effort in the teaching-learning process focuses on the appropriate academic performance of the student.

Here, the researcher tries to find out the role of teachers effectiveness on students academic performance of secondary students.

Review of Related Studies

Milanowski, A. (2004) analysed in a study that the relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati.The result shows that scores from a rigorous teacher evaluation system can be substantially related to student achievement.

Clotfelter, C. T., Ladd, H. F., &Vigdor, J. L. (2006) studied Teacher-student matching and the assessment of teacher effectiveness. This study revealed that there is a consistent association between teacher licensure test scores and math achievement.

Harrare is, D. N., & Sass, T. R. (2011) studied teacher training, teaching their paper, quality, and student achievement. The researcher is no evidence that teachers' pre-service (undergraduate) training or college entrance exam scores are related to productivity.

Akiri, A. A. (2013) examined in a study that the Effects of Teachers' Effectiveness on Students' Academic Performance in Public Secondary Schools; Delta State – Nigeria. The result of the study shows that the effects of teachers' classroom effectiveness on student's academic performance in public secondary schools in Delta State, Nigeristudents'

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Significance of the study

Teachers' effectiveness on students' academic performance at the secondary level has a predominant role since they are deeply involved in enhancing the academic performance of the students. Focusing the study on the faculty of secondary level schools is because of their central role in the students' academic performance at the secondary level. Hence the present study has been taken to identify the role of teachers' to maintain the expected performance of the students at the secondary level.

Objectives

1. To find out whether there is any significant difference in teachers' effectiveness at the secondary level in relation to their gender, qualifications and teaching experience.
2. To find out whether there is any significant difference in students' academic performance at the secondary level in relation to their gender, locale and family type.
3. To find out whether there is any significant relationship between teachers' effectiveness and students' academic performance at the secondary level.

Hypothesis

1. There is no significant difference between male and female teachers' effectiveness at the secondary level.
2. There is no significant difference between teachers at secondary level with graduate and postgraduate qualification in their teacher effectiveness.
3. There is no significant difference among teachers at secondary level with 0-5, 5-10 and >10 years of teaching experience in their teacher effectiveness.
4. There is no significant difference between male and female students' academic performance at secondary level.
5. There is no significant difference between rural and urban students' academic performance at secondary level.
6. There is no significant difference between nuclear and joint family students' academic performance at secondary level.
7. There is no significant relationship between teachers' effectiveness and students' academic performance at secondary level.

Method

The population for this research was teachers and students of Secondary schools of West Bengal. In this study, 200 samples were collected from different Secondary schools of North 24 Parganas of West Bengal. A self-made questionnaire on students' academic performance rating scale by the researcher and a questionnaire on teacher effectiveness constructed and standardised by Sujata Mishra were used as tools for administering the present study. Random sampling technique was being used to collect the data for administering the present research. According to the hypothesis the collected data can be used for statistical investigations, the main statistical techniques can be used are Mean, Standard deviation, t-test, ANOVA, and correlation.

Data analysis and Interpretation

The opinions from the respondents are collected by the researcher through the descriptive survey method and the statistical analysis of null hypotheses at 0.05 level of significance is expressed in the following tables.

Hypothesis 1 : There is no significant difference between male and female teachers' effectiveness at secondary level.

Table 1

Descriptive statistics and t-test of teachers' effectiveness at secondary level in relation to their gender

Variables (Gender)	N	Mean	S.D.	'P' value	Remark
Male	113	176.51	16.13	0.0981	Not significant
Female	87	180.62	18.78		

Table 1 reveals that P-value =0.0981(P >0.05) is not significant at 0.05 level and so hypothesis 1 is accepted. There is no significant difference between male and female teachers' effectiveness at the Secondary level.

Hypothesis 2 : There is no significant difference between teachers at secondary level with graduate and postgraduate qualification in their teacher effectiveness.

Table 2

Descriptive statistics and t-test of teachers' effectiveness at secondary level in relation to their Qualification

Variables (Qualification)	N	Mean	S.D.	'P' value	Remark
Graduate	62	179.84	18.48	0.4034	NS
Postgraduate	138	177.61	16.92		

Table 2 reveals that P value =0.4034(P>0.05) is not significant at 0.05 level and so hypothesis 2 is accepted. It means that there is no significant difference between teachers at secondary level with graduate and postgraduate qualification in their teacher effectiveness.

Hypothesis 3 : There is no significant difference among teachers at secondary level with 0-5, 5-10 and >10 years of teaching experience in their teacher effectiveness.

Table 3

ANOVA of teachers' effectiveness at Secondary level in relation to their teaching experiences

	SS	df	MS	P-value	Remark
Between Groups	846.2509	2	423.1254	0.248427	NS
Within Groups	59433.75	197	301.6942		

Table 3 reveals that in case of ANOVA : Single Factor P value =0.248427 (P >0.05) is not significant at 0.05 level and so hypothesis 3 is accepted. It means that there no significant difference among teachers at secondary level with 0-5, 5-10, and >10 years of teaching experience in their teacher effectiveness.

Hypothesis 4 : There is no significant difference between male and female students' academic performance at secondary level.

Table 4

Descriptive statistics and t-test of students' academic performance at secondary level in relation to their gender

Variable (Gender)	N	Mean	S.D.	'P' value	Remark
Male	113	62.14	16.09	0.19494	NS
Female	87	59.16	16.04		

Table 4 reveals that P value =0.19494 (P >0.05) is not significant at 0.05 level and so hypothesis 4 is accepted. It means that there is no significant difference between male and female students' academic performance at secondary level.

Hypothesis 5 : There is no significant difference between rural and so urban students' academic performance at secondary level.

Table 5

Descriptive statistics and t-test of students' academic performance at secondary level in relation to their locale

Variables (Locale)	N	Mean	S.D.	'P' value	Remark
Rural	118	61.65	16.55	0.39608	NS
Urban	82	59.68	15.44		

Table 5 reveals that P value =0.39608 (P >0.05) is not significant at 0.05 level and so hypothesis 5 is accepted. It means that there is no significant difference between rural and urban students' academic performance at secondary level.

Hypothesis 6 : There is no significant difference between nuclear and joint family students' academic performance at secondary level.

Table 6

Descriptive statistics and t-test of students' academic performance at secondary level according to their family type

Variables (family type)	N	Mean	S.D.	'P' value	Remark
Nuclear	110	61.16	16.38	0.71146	NS
Joint	90	60.29	15.68		

Table 6 reveals that P value =0.71146 (P >0.05) is not significant at 0.05 level and so hypothesis 6 is accepted. It means that there is no significant difference between nuclear and joint family students' academic performance at Secondary level.

Hypothesis 7 : There is no significant relationship between teachers' effectiveness and students' academic performance at secondary level.

Table-7

Correlation between teachers' effectiveness and students' academic performance at secondary level

Variables	N	df	$\|r\|_{cal}$	r_{crit}	Remark
Teachers' Effectiveness Students' Academic Performance	200	198	0.177	0.14	S

Table-7 indicates that the value of correlation of Teachers' Effectiveness and Students' Academic Performance is 0.177which is greater than the critical value 0.144 (at 0.05 level of significance). So, correlation co-efficient 'r' is significant. Hence it is concluded that Teachers' Effectiveness and Students' Academic Performance are positively correlated.

Findings

An explicit analysis of the above study then led the researcher to conclude that there is no comparative difference between the academic performance of male and female teachers and no comparative difference between their graduate and postgraduate qualifications. The researchers finally found no composite effect among their teaching experience.

Then the researcher found no comparative difference between the male and female students in their academic performance. Also, there was no difference in the academic performance of students living in rural and urban areas. Finally, the researcher found that students' academic performance is not affected by nuclear and joint family.

Lastly, the researcher found a significant relationship between teachers' effectiveness and students' academic performance at the Secondary level.

Conclusion

Therefore, it can be concluded that the teachers' effectiveness at the Secondary level does not affect by their gender in the students' academic performance i.e. male and female teachers have the same teaching effectiveness for improving students' academic performance at the secondary level. Also, graduate and post-graduate teachers are equal in terms of teaching effectiveness. Further, the teaching experiences of the teachers are equal in terms of the academic performance of the students at the Secondary level.

On the other hand it can be concluded that the students' academic performance at the Secondary level does not affect by their gender i.e. male and female students have the same academic performance at the secondary level. Also, rural and urban students are equal in terms of academic performance at the secondary level. Further, the academic performance of nuclear and joint family students is equal at the secondary level.

Although the researcher expected that the categorical distribution of variables may have some effect on teachers' effectiveness and students' academic performance, but in reality it is seen that they do not have any effect on teachers' effectiveness and students' academic performance at the secondary level. However, the two major variables i.e. the teachers' effectiveness and the student academic performance at the secondary level are positively correlated.

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DESIGN THINKING FOR BUSINESS MANAGEMENT- BRIDGING NEW AGE LEARNING WITH MOBILE LEARNING IN HIGHER EDUCATION

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ABSTRACT

Design and Design Thinking considering has been distinguished as making important commitments to trade and administration. The number of higher instruction programs that instruct plans to trade understudies, directors and administrators is developing. As it may, numerous definitions of plan considering and the run of points of view have made a few disarrays almost potential pathways. Design considering is a strategy of developing intrigued both administration researchers and organizations. However, a small thorough inquiry about its adequacy in hone has been conducted, although recounted victory reports are various. Unlike instructor-led teaching or eLearning, there aren't any industry-generic requirements for designing mobile learning as a tool for education. While some educational designers have tried to evolve path-primarily based teaching and exam-primarily based assessment strategies to mobile studying, they're regularly less than a success because they're not aligned with the individual performances of people using cellular gadgets. Design questioning gives a way of solving this problem. This article reports on a case-based Conceptual; model in recognizing the mechanism "design thinking" and evaluating its value for improving organizational advancement performance in Teaching and Learning through Mobile Learning used as a distinguished pedagogy in Modern Education.

Keywords : *Design thinking; human-centred; Business Management; Education; Mobile Learning*

Introduction

Today Innovation is everyone's trade. Whether you are chief in a worldwide organisation, a business person, in a government role, or an instructor in a school, everybody is expected to get inclined to do superior with less. And that is why we all require plan consideration. At each level in each kind of organisation, plan considering gives the devices you need to get to be an inventive scholar and reveal imaginative openings that are there – you're fair not seeing them, however. Design Thinking gives an outline of plan considering and work with a demonstration containing four key questions and a few instruments to offer the assistance you get to plan to view as a problem-solving approach. Design thinking has become a major new paradigm of innovation.

Design thinking is defined in many ways, such as "a methodology for innovation that combines creative and analytical approaches", "a system that uses the designer's sensibility and methods to match people's needs", "a user-centred way of solving problems", "a human-centred approach to complex problem solving that leverages the designer's empathetic mindset to understand people's unarticulated needs and identify opportunities for solutions", "a human-centred approach to innovation". It presents itself as an attractive approach to problem-solving to address complex, ambiguous, uncertain and volatile circumstances across multiple contexts and cultures. It is a cognitive and intellectual process that balances the rational and emotional, combining left-brain and right-brain thinking. It relies on our ability to be intuitive and recognise patterns, construct emotionally meaningful and functional ideas, and express ourselves through means beyond words or symbols.

Design thinking in business management

Despite the strong interest in its application in schools, there have been no studies to critically review the latest research on Design Thinking in education and

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fewer studies that reflect the actual educational methods used by teachers to foster creativity (Rauth, Köppen, Jobst, et al., 2010). Like Design Thinking, while considering is adjusted into the Business scene, colleges are endeavouring to keep apace by instructing and supporting multidisciplinary approaches to understanding issues.

Adopting a designer's mindset enables you to see problems as opportunities and gives you the confidence to start creating transformative solutions. We know this approach might be different from the way you usually work, and the idea of not knowing the result can be scary, but keep in mind it is essential to trust the process. We will focus on the five-stage demonstrates proposed by the Hasso-Plattner Founded Plan at Stanford (school). School is the driving Design Institute when it comes to instructing Design Thinking. The five stages of Design Thinking, according to the school, are as follows:

A) Empathise

The first stage in implementing Design Thinning is to gain an empathic understanding of the issue you are attempting to elucidate. This includes counselling specialists to discover out more approximately the region of concern through observation, locking in and empathising with individuals to get it their encounters and inspirations, and involving self in the physical environment to have a more profound individual understanding of the issues included. This stage is to gain an empathic understanding of the problem to be solved and to find out more through observing, engaging and empathising with people to understand their experiences and to have a deeper personal understanding of the issues involved.

B) Define

During this important second stage, Amid the Characterize issues to rearrange, we can put together the data gathered during the 1st stage. You will break down your perceptions and integrate them to characterise the centre issues that you and your group have recognised up to this point. In the Define stage, you synthesise your observations about your users from the first stage, the Empathy stage.

C) Ideate

During the third stage of the Design Thinking process, designers are prepared to generate numerous alternatives on an existing problem defined ideas. You've developed to get it your clients and their needs in the Relate organise, and you've analysed and synthesised your perceptions in the Define stage and finished up with a human-centred issue articulation. Ideate is the mode of the design process in which you concentrate on idea generation.

D) Prototype

The design thinking process seeks to uncover unforeseen implementation challenges and unintended consequences to having more reliable long-term success through prototyping. Prototyping is particularly important for products and services destined for the developing world. The lack of infrastructure, retail chains, communication networks, literacy, and other essential system pieces often make it difficult to design new products and services.

E) Test

Designers or evaluators rigorously test the complete product using the best solutions identified during the prototyping phase. This is the final stage of the 5 stage-model. Still, in an iterative process, the results generated during the testing phase are often used to redefine one or more problems and inform the understanding of the users, the conditions of use, how people think, behave, and feel, and empathise. During this phase, alterations and refinements are made to rule out problem solutions and derive as deep an understanding of the product and its users as possible.

Challenges

As we are continuously exposed to new ways of thinking and doing in education, we must learn to work fluidly with various processes that support the learner. Knowing why we are selecting Design Thinking as a process, and then. Doing it well is both important. A challenge that we often face in the education sector is that we don't like talking about problems, and we see this as deficit thinking. However, Design Thinking encourages positive, strengths-based thinking in the problem-based context. Students' approach to New Learning Methods is highly volatile as many prefer to keep education in a state that is similar to the one that they learned in a highly structured.

i) Regardless of the device, mobile learning involves an added cost
ii) have previous experience with the tools and the skills required to apply these models

iii) It's no secret that College does not have the infrastructure to support mobile learning

iv) How can we use mobile devices for learning if University policy prohibits the usage of Mobiles in the classroom?

Conclusion

In a world full of complexity, we are required to work together to create new solutions, innovate, and accelerate change to solve problems together. Design Thinking has become a popular methodology for enabling and fostering innovation and creativity and is now permeating the world of education. Design Thinking is the confidence that everyone can create a more desirable future and a process to take action when faced with a difficult challenge. That kind of optimism is well needed in education. Education at Classrooms and schools worldwide are facing design challenges every day, from teacher feedback systems to daily schedules.

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ASSESSING ENGLISH LANGUAGE SKILLS OF UNDERGRADUATE ESL LEARNERS

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ABSTRACT

This study was conducted with 471 undergraduate students studying in the affiliated colleges of Bharathidasan University in Tiruchirappalli region to assess English language skills of undergraduate ESL learners. The participants were undergraduate students of arts and science studying English as a second language. The Diagnostic Test of English Language Skills (DTELS) consisting of 20 objective types and 10 short answer questions was administrated with the students through Google forms. The result revealed that the undergraduate ESL learners were found low in their English language skills. Also, the study indicated that they had not made a good start in writing skills.

Keys words : *Diagnostic test, English language skills, undergraduate students, and ESL*

Introduction

English is the most preferred language in India. Because it is a multilingual country where the local language is supposed to be as important as the culture, it comes to the link with cross-cultural communication issues. Sound knowledge of English among the youngster is a very important aspect for country development (Hossain, 2016). According to the British council, developing countries like India are recognised to produce large numbers of skilled students who communicate in English. A focus on language skills is integrated into the curriculum in English from primary to higher education which makes jobs, economic opportunity and wealth creation (Anderson and Lightfoot, 2019). Therefore, It is important to look at some of the features Common to the present situation. The researchers have proposed to diagnose language skills only in listening, reading, and writing.

Literature review

In the diagnosis of English as a second language (ESL) or English as a foreign language (EFL) regarding difficulties for students in learning language skills, there is a huge literature review to draw upon (Dhanapal, 2019; Romly et al.,2018; Maznun et al., 2017; Harding et al., 2015). Much of the diagnostic test literature is dependent on or derivative of the English language skills literature. Hidayati (2018) reported that the level of language anxiety among non-English major students living in a rural area, along with its perceived causes, was high. Harding et al. (2015) have examined that ESL and EFL reading and listening diagnostic tests. , The reading diagnostic test was critically considered.

A range of discrete tasks was put forward for listening diagnosis, acknowledging the need for further research into tools to diagnose so-called higher-level skills.

A previous study by Taghizadeh et al. (2014) revealed that undergraduate students have difficulties listening, reading and writing. Maznun et al. (2017) have investigated those ESL undergraduate students' difficulties and indicated their unawareness of the appropriate rhetorical structure in writing reports. In a study in the Malaysian context, Romly et al. (2018) encountered the difficulties of low proficiency ESL students in reading online academic texts. Similarly, Dhanapal (2019) found difficulties in reading skills among undergraduate students of King Khalid University in Saudi Arabia. The above reviews have stated undergraduate students have difficulties in English language skills such as listening, reading and writing. So, the researchers found the gap from the area to diagn from English language skills in Indian students.

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Objectives

1. To diagnose the level of English language skills of undergraduate students in the Tiruchirappalli region
2. To assess the English language skills of undergraduate students in the Tiruchirappalli region in relation to gender, locale and first graduate.
3. To provide recommendations for policy decisions.

Methodology

The investigator adopted survey technique to collect the data from the sample through Google forms. SPSS package was used for the analysis of data. DTELS was administered through Google forms with 524 undergraduate students to diagnose their English language skills. Of them, only 471 students completed the test. Among them, 227 are male, and 244 are female. They belonged to multi-disciplinary subjects with English as a second language in their schooling and under graduation. The main reason for selecting the undergraduate students as a sample of the study is that several studies revealed that they had difficulties in English language skills.

Tool

The "Diagnostic Test of English Language Skills" (DTELS) was developed by the investigators. For establishing face and content validity, the tool was subjected to the advice of a panel of experts in English Language Teaching (ELT). The DTELS consists of three dimensions: listening, Reading and Writing, and each dimension has 10 questions to assess their listening, reading and writing skills in English. Each question carries one mark. Audio followed by 10 multiple choice questions was set to assess their listening skills. A reading comprehension passage followed by 10 multiple choice questions assessed their reading skills and then asked students to write 10 sentences to assess their writing skills.

Results

Descriptive analysis

Based on the scores obtained by the sample in the Diagnostic Test on English language skills, it was intended to measure their English language skills. The score below 4 marks is taken as low level, above 7 as high and between 4 to seven as average.

Table-1

Level of undergraduate students' English language skills

Dimensions	Low	%	Average	%	High	%
Listening	22	4.67	177	37.57	272	57.74
Reading	71	15.07	334	70.91	66	14.01
Writing	203	43.09	232	49.25	36	7.64
Total	296	5.52	286	60.72	159	33.75

From the above table -1, it is found that as many as 33.75% of them were found high in their English language skills where as the rest of them were in low and average level in their English language skills. As far as writing and reading are concerned, only 7.64% and 14.01% of students only were high level. This shows that a stringent mechanism is to be evaluated to improve the English language skills of ESL learners at undergraduate level.

Differential Analysis

Table-2

't' test analysis for undergraduate students in their English language skills

Variables		N	Mean	S.D	Calculated 't' value	P value	Remark
Gender	Male	227	17.674	4.472	3.558	0.00	S
	Female	244	19.053	3.895			
Locale of the students	Rural	224	15.165	3.205	22.612	0.00	S
	Urban	247	21.311	2.631			
First Graduate	1st graduate	337	16.581	3.456	24.66	0.00	S
	Non-1st graduate	134	22.932	2.034			

From the table-2, indicates that there is significant mean difference between the male and female undergraduate students in their English language skills ($p = 0.00$, $t = 3.558$, $df = 469$). The p value 0.000 is less than at 0.05 level. It is inferred that female students' mean score is higher than that of their counterparts. Therefore, female students were found to have English language skills better than that of their male counterparts, however, the mean score indicates that both the gender have to drive well in the English language skills.

Also, there is significant mean difference between the rural and urban undergraduate students in their English language skills ($p = 0.00$, $t = 22.612$, $df = 469$).

The p value 0.000 is less than at 0.05 level. It is inferred that urban students' mean score is higher than that of their counterparts. Therefore, urban students were found to have English language skills better than that of their rural counterparts, however, the mean score indicates that both the locale of the students have to drive well in the English language skills.

And also, there is significant mean difference between the first graduate (who is studying undergraduate first in his/her family) and non first graduate (who is studying undergraduate not first in his/her family, its means already somebody did degree in the family) students in their English language skills ($p = 0.00$, $t = 24.660$, $df = 469$). The p value 0.000 is less than at 0.05 level. It is inferred that non first graduate students' mean score is higher than that of their counterparts. Therefore, non first graduate students were found to have English language skills better than that of their first graduate counterparts, however, the mean score indicates that both the type of the graduate students have to drive well in the English language skills.

Discussion

Even though, a lot of studies revealed undergraduate students have difficulties to learn the English language skills (Dhanapal, 2019; Romly et al., 2018; Maznun et al., 2017). Especially, Dhanapal (2019) find out the distinct problems that ESL learners have while reading. The study revealed that most of the students are weak in reading skill due to various reasons viz., barrier in their basic education, poor vocabulary, lack of interest, struggle in understanding contextual meaning and problems in comprehending. Romly et al., (2018) indicated that reading difficulties become an obstacle for the students to gain knowledge. Maznun et al., (2017) found that ESL undergraduate students had difficulties in writing the background of the study, theoretical framework, and statement of the problem which indicated their unawareness of the appropriate rhetorical structure. In listening, the learners face difficulties in comprehending (Otair & Abd Aziz, 2017). Harding et al., (2015) examined SFL (second or foreign language) reading and listening skills were critically measured and whilst acknowledging the need for further research into tools aiming to diagnose so called higher-level skills. Although research on language difficulties have found that writing skill provokes the most difficulties, reading and listening comprehension difficulties have also been considered as problematic area for EFL learners (Taghizadeh et al., 2014). In this way, the researchers have found that the undergraduate students of Bharathidasan University affiliated colleges in Tiruchirappalli district faced difficulties in listening, reading and writing skills in English using DTELS through Google form.

The results revealed that 7.64 % of undergraduate students have high level score in writing skill; it indicated that most of the students are difficulties in writing skill. The present study correlates with the findings of Maznun et al., (2017) in writing skill. Also the result of the study revealed that 14.01% of undergraduate students have high level score in writing skill; it indicated that most of the students are difficulties in reading skill. The study concord with the findings of previous studies conducted by Romly et al., (2018) and Dhanapal, (2019). The present study results revealed that 57.74% of undergraduate students have scored high level in listening skill, it indicated that most of the students have better listening skills and comprehending the speech of English. The present study also revealed the undergraduate students who studied are the first graduate was faced more difficulties in English language skills due to lack of listening, reading and writing skills than their counterpart students. Gomathi (2014) stated that the parents are illiterate; they are not able to guide their wards as educated parents do. Hence, the students' performance lacks parental supervision and guidance which is very necessary for education and their career.

Conclusion and Recommendations

This study tried to find out the distinct problems that undergraduate students have when learning in English language skills. The study revealed many findings. Most of the students are weak in writing skill due to various reasons. The major barrier is their locale; the rural students are weaker in English language skills compared than unban students, because lack of quality teachers and language learning instruments such as language lab, ICT tools etc. this has prominent connection in other distinct problems. Other barriers include poor vocabulary, lack of interest to read in English, struggle in understanding contextual meaning

and problems in comprehending. The present study recommends that providing solid foundation in English language skill will help the learner to overcome the difficulties.

In light of the above results, and in order to develop the English language skills among the undergraduate students in Tiruchirappalli region, it is to ratify the difficulties of English language skills for undergraduate students through remedial course in reading and writing skills. Most of the undergraduate students got low score in reading and writing skills in English. These two skills are major criteria of competitive exam and employment success. There is no uniform policy regarding the beginning of English teaching in colleges. At present; each university have different curriculum and syllabus framed for undergraduate students at which the teaching of English. Most of the rural colleges did not have the language laboratory facilities. The practical in English language skills should be made compulsory and must for all the major students. The teachers of English may be oriented with latest techniques in teaching language skills. Further exploration of this study is that first graduate students are lacking in English language skills. Special attention may be given to first graduate students to develop their English language skills. Similarly, the teacher must focus on students' difficulties in the research finding and apply various methods in teaching which is being the most challenging area. Therefore, teachers' feedback are mostly important after taking exercises to improve students' writing and to reduce students' difficulties. And also, the teachers should provide enough challenges in reading comprehension passage to transfer or motivate them to take notes from reading passage which will stimulate the students' curiosity and help them understand the passage. The teacher should be provided necessary ambience to use motivational techniques such as story writing, picture description, story completion etc.

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JOB SATISFACTION OF MEDICAL PERSONNEL - AN INDIAN PERSPECTIVE

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ABSTRACT

The study focuses on the level of job satisfaction of medical professionals working in the public and private sectors. The population under study consists of medical college hospitals, specialised hospitals and hospitals with teaching and research facilities, belonging to both public and private sectors of Kerala state, a random sample of 190 medical personnel of doctors, nurses and OPMS (other Para-medical staff). Respondents' satisfaction levels are obtained in five Point Likert-scales. The study reveals that medical personnel in the private sector have more job satisfaction than those in public hospitals; further, it is proved that different job categories differ in their job satisfaction. In the job category, doctors have the lowest level of job satisfaction which is significantly different from the Nurses and OPMS categories. It is also inferred that the interactive effect of type of organisation and job category is non-significant.

Introduction

The concept of job satisfaction is one of the most widely researched topics owing to its centrality to many aspects of Industrial Psychology and organisational behaviour. Job satisfaction is defined as the overall positive effect (or feeling) that individuals have towards their jobs (Arnold and Feldman, 1986). It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). High job satisfaction is the hallmark of well-managed organisations, and fundamentally it is the result of effective behavioural management.

Measuring Job Satisfaction

The two most widely used approaches can measure the concept of job satisfaction – a single global rating and a summation score made up many job facets. In the single global rating method, individuals are asked how satisfied they are with their job considering all things. Respondents' satisfaction levels are obtained in a five-point Likert scale ("highly satisfied" to "highly dissatisfied"). The other approach – a summation of job facets – is more sophisticated. In this approach, the key elements in identity were asked for the employee's feelings. Key elements that would be included are the work itself, mentally challenging work, equitable rewards, supervision, promotion opportunities, supportive colleagues, supportive working conditions and proper communication. These factors are rated on a standardized scale and then added up to create an overall job satisfaction score. Comparison of 'one question 'global ratings with the more lengthy summation-of-job-factors method indicates that the former is essentially as valid as the latter.

Job Satisfaction and Performance

Satisfaction and performance data are gathered for the organisation, and organisations with more satisfied employees tend to be more effective than organisations with fewer happy employees. The management should devote its efforts to aiding employee performance, likely producing satisfaction as a by-product. Some evidence shows that doctors with low job satisfaction prescribe more tranquilisers and antibiotics and have shorter consultations (Tate, 1997).

Job Satisfaction and Patient Satisfaction

In hospitals, satisfied employees are more likely to be friendly, upbeat, and responsive, which the patients appreciate. Paramedical staff who have regular contact with patients report that rude, thoughtless or unreasonably demanding patients/bystanders adversely affect the employee's job satisfaction (Bitner et al., 1994). Hospitals should focus on building employee satisfaction, train the employees in the importance of patient service, provide a positive employee work climate and regularly track employee satisfaction through attitude surveys.

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Several different ways of improving job satisfaction through job redesign have been tried (Weightman, 2004). Job rotation, job enlargement, job enrichment, autonomous work teams, leadership model,s and quality movement flexibility are significant ways of redesigning jobs.

Analysis of Job Satisfaction of Medical Personnel

To carry out the analysis of job satisfaction of medical personnel in Allopathic hospitals at tertiary care level in public and private sectors in Kerala, responses on the following 18 items were obtained, which includes doing the challenging job, inspiration to work, freedom in work, the extent of workload, feedback on employees performance, job security, salary and other allowances, periodic salary revision, recognition for outstanding performance, promotional opportunities, satisfaction in serving patients, opportunities for in-service training, need-based training, warm and friendly supervision, colleagues' cooperation, healthy working conditions, redressal of grievances, the prestige of the hospital.

Methodology

The population under study, consists of medical college hospitals, specialised hospitals and hospitals with teaching and research facilities, belonging to both public and private sectors of Kerala, one of India's developed states. Thus there are sixteen tertiary care level hospitals in the population – 7 hospitals in the public sector and 9 hospitals in the private sector. A two-stage sampling method is employed to draw a random sample of 190 medical personnel of doctors, nurses and OPMS (other Para-medical staff), who are the respondents. In the first stage, a sample of approximately one-fifth of the hospitals from each sector was taken by probability proportional to size sampling using Lahiri's method; the size is the number of hospital beds. Thus, two hospitals from the public sector and two hospitals from the private sector were selected at the first stage. In the second stage, approximately one-tenth of the doctors, nurses and OPMS has been drawn by simple random sampling (using a table of random number method) from the hospitals selected in the first stage, as given in Table 1.

Table 1
Job Category of Sample

Job Category	Organisation		Total
	Public	Private	
Doctors	40	28	68
Nurses	53	29	82
OPMS	23	17	40
Total	116	74	190

Source : Survey data

From each medical personnel in the sample, the required information was collected a structured questionnaire. A five-point Likert scale has been used for measuring the attitudes of the respondents towards job satisfaction. The questionnaire had been given personally to each of the respondents in the sample, and the filled-in questionnaire was collected by post. The collected data were subject to statistical analyses, and the results were illustrated in the discussion session.

Discussion

The overall percentages of responses of the medical personnel on their job satisfaction were determined and presented in Table 2.

Table 2
Job Satisfaction of Medical Personnel

Job Category	Level of Satisfaction					Total
	Very High (%)	High (%)	Moderate (%)	Low (%)	Very Low (%)	%
Public Sector	8.19	38.98	25.77	16.09	10.97	100
Doctors	7.22	34.17	29.03	16.81	12.77	100
Nurses	6.5	45.5	27.25	12.99	7.76	100
OPMS	13.77	36.96	16.67	17.38	15.22	100
Private Sector	7.88	47.22	25	14.34	5.56	100
Doctors	7.74	38.49	28.18	18.25	7.34	100
Nurses	10.73	46.74	23.56	12.26	6.71	100
OPMS	3.27	62.42	22.22	11.44	0.65	100

Source : primary data

Table 2 reveals that maximum medical personnel favour a 'high' level of job satisfaction in both public and private sectors, the percentage levels being 38.98

for the public sector and 47.22 for the private sector. Further, all job categories behave with respect to the maximum percentage of responses in the same way as the group does in each sector.

For each medical personnel in the sample, the responses have been multiplied by the respective score points and totalled to get the individual score value on job satisfaction. The sample score value thus obtained may vary from 18 to 90. The mean value, standard deviation and the coefficient of variation of these scores are computed and presented in Table 3.

Table 3
Mean and Variability of Job Satisfaction

Job Category	Public Sector			Private Sector		
	Mean Score	SD	CV	Mean Score	SD	CV
Doctors	54.93	8.89	16.18	57.71	10.22	17.71
Nurses	58.68	7.04	12	61.69	9.34	15.15
OPMS	57	8.1	14.2	64.12	4.79	7.48
Total Personnel	57.05	8.03	14.08	60.74	9.15	15.06

Source : primary data

Table 3 depicts medical personnel's mean and CV scores in the public sector and public sector hospitals. The results indicate that medical personnel in hospitals in the private sector have higher job satisfaction levels than those in public hospitals but with less homogeneity in score values.

Following hypotheses are formulated and tested :

H1 Medical personnel of hospitals in public and private sectors have different levels of job satisfaction.

H2 There is a significant difference in job satisfaction between medical personnel of different job categories.

Table 4
Job Satisfaction- ANOVA Values

Source of variation	Sum of squares	degrees of freedom	mean square	F-ratio	p-value
Organisation	771.18	1	771.18	11.1	0.001
Job Category	669.51	2	334.76	4.84	0.009
Interaction	136.08	2	68.04	0.98	0.376
Error	12736	184	69.22		
Total	14149.5	189			

Source : primary data

Table 4 depicts that the F-ratio for the main source of variation, 'organisation', is 11.14 and its p-value is 0.001. Since the p-value is less than 0.05, the null hypothesis is rejected at a five percent level of significance. Thus, the type of organisation differs with respect to job satisfaction at a five percent level. The review of the mean scores from table 2 reveals that the mean job satisfaction of medical personnel in hospitals in the private sector is more than that in the public sector hospitals. Hence, medical personnel in private sector hospitals are more satisfied than those in the public sector hospitals. This supports the findings of the earlier study by a voluntary organisation of the medical students on brain drain of doctors in Kerala that government doctors in Kerala are not satisfied in their job Aravind, L.R. (2017). The present study's findings also support the findings of the earlier study of Sinha (1973) that private sector executives have higher satisfaction levels than public sector executives. However, the present study results on job satisfaction do not support the finding of Sharma and Kumar (2004) that public sector employees are in a better position in terms of their job satisfaction than the employees of private sector organisations in North India.

The ANOVA Table 4 also depicts that the F-ratio for the other main source of variation, 'job category', is 4.84, and its p-value is 0.009. Since the p-value is less than 0.05, the null hypothesis is rejected at a five percent level of significance. Thus the medical personnel of different job categories differ significantly with respect to their job satisfaction. To find which group differs significantly from others, Duncan multiple range tests have been performed and looking into table 5; it is clear that Doctors with the lowest job satisfaction are significantly different from Nurse and OPMS categories.

Table 5
Duncan's Multiple Comparison Test

Job Category	Size	Subset	
		Mean 1	Mean 2
Doctors	68	56.07	
Nurses	82		59.74
OPMS	40		60.03

Source : Computed from primary data

Table 4 also shows that the F-ration and p-value of the interaction between organisation and job category are 0.98 and 0.976, respectively. Since the p-value is not less than 0.05, the interactive effect of the type of organisation and job category is non-significant. This indicates that the pattern of difference between medical personnel of public and private sector hospitals with respect to job satisfaction does not differ across the job category.

Conclusion

The best hospital is ideally the hospital with the most satisfied personnel, and the growth of the hospital depends on the job satisfaction of its personnel. Here it is inferred from the study that medical personnel in hospitals in the private sector have more job satisfaction than those in public sector hospitals, but with less homogeneity in score values. Further, it is proved that different job categories differ in their job satisfaction. In the job category, doctors have the lowest level of job satisfaction which is significantly different from the Nurses and OPMS categories. It is also inferred that the interactive effect of type of organisation and job category is non-significant. This indicates that the pattern of variation between medical personnel of public and private sector hospitals with respect to job satisfaction does not differ across the job category.

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A STUDY ON LEADERSHIP TRAITS AMONG THE TAMIL OPTIONAL B.ED. STUDENTS

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ABSTRACT

The study aims at finding out the leadership traits among the B.Ed. Students who have chosen Tamil as their optional subject. Four hundred and sixty-five Tamil optional B.Ed. Students have then selected samples for the study from the chosen three districts of Tamil Nadu, India. The Leadership Scale developed and validated by the investigators was used for collecting data. The study revealed no significant difference between (i) male and female and (ii) rural and urban locality. However, a significant difference was found between Tamil optional B.Ed. Students studying in (i) aided and private colleges, and (ii) girls and co-educational colleges in leadership traits.

Introduction

Leadership is "the ability to influence a group toward achieving goals" (Robins, 2005, p.332). It involves directing and leading the group towards the common prefixed goals for the betterment of society. Without leadership, no society can move ahead, be it primitive or modern. Education, an agent of the society for transformation, is involved in man-making by developing integral development among the learners. The education system depends on the teachers for executing its functional responsibilities, and without teachers, education would be completely crippled and become a standstill. "Quality of any society of educational the quality of educational institutions, that is possible only if the quality teachers will impart quality education through innovative methods" (Kamlesh, 2015, p. 231). Bachelors of Education (B.Ed.) trainees are prepared to become professional teachers at the secondary level, which is crucial in the learning stage of any learner. Unless trainee teachers are well-trained during their internship, they will not be successful and effective in their teaching profession. Leadership is one of the basic skills needed for trainee teachers, and this study aims to study the leadership quality among the B.Ed. Students who have chosen Tamil as their optional subject. The findings of the study would be of greater value in enhancing the quality of teaching at the pre-service level and the in-service level.

Significance of the Study

Teaching is the mother of all professions, and a teacher is considered next to God.

A teacher is a human engineer, and the nation depends on the teachers for making the country genuinely developed by developing the individual child in the society. Teachers are trained and produced by the nations to impart teaching-learning successful and effective. Pre-service training plays a significant role in the formation of teachers in the B.Ed. Course. A teacher is a leader of the society, and they exercise a considerable influence on the society. Therefore, "The teacher must be equipped not only to teach but also to understand the students and the community of parents ..." (NCERT, 2006). "The teacher is an important medium of transacting the curriculum and simplifying concepts in a language comprehensible to students" (NCERT, 2009), in which mother tongue becomes a favourite for the kids. The demand for learning in mother tongue is ever-living, and students love to learn in the mother tongue in schools. "Being a leader involves influence — a leader in the group member who exerts most influence within the group"(Baron, 2006, p. 653). The most influential teachers, on the whole, are the language teachers, and that too, Tamil teachers in Tamil society and their impact cannot be ignored. Not many studies have been done exclusively on the Tamil optional B.Ed.

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Students. Realising this research gap, the investigator proposes investigating "Leadership among the Tamil Optional B.Ed. Students". The findings of the study would be much helpful in improving leadership quality among the Tamil Optional B.Ed. Students and so the study is significant and need-based.

Objectives

1. To find out whether there is any significant difference between male and female Tamil optional B.Ed. Students in their leadership traits.
2. To find out whether there is any significant difference between rural and urban Tamil optional B.Ed. Students in their leadership traits.
3. To find out whether there is any significant difference between Tamil optional B.Ed. Students studying in aided and private colleges in their leadership traits.
4. To find out whether there is any significant difference between Tamil optional B.Ed. Students studying in girls and co-educational colleges in their leadership traits.

Hypotheses

1. There is no significant difference between male and female Tamil optional B.Ed. Students in their leadership traits.
2. There is no significant difference between rural and urban Tamil optional B.Ed. Students in their leadership traits.
3. There is no significant difference between Tamil optional B.Ed. Students studying in aided and private colleges in their leadership traits.
4. There is no significant difference between Tamil optional B.Ed. Students studying in girls and co-educational colleges in their leadership traits.

Methodology

The investigators selected a survey method for the study. All the B.Ed. Students who have chosen Tamil as their optional subject forms the population. A sample of B.Ed. Students 465 Tamil optional students studying in the colleges of education from Tirunelveli, Thoothukudi, and Nagercoil districts were chosen using a simple random sampling technique. Attention was paid to selecting the sample of students from the B.Ed. Colleges located in villages, small towns and district headquarters. Data were collected using the tool 'Leadership Scale' constructed and validated by the investigators in 2016. It is a five-point scale with the options strongly agree, agree, undecided, disagree and strongly disagree. Thirty-five items were selected for the final study out of 43 items constructed at the initial level. The items were classified and grouped under four dimensions, viz. (i) Physical traits, (ii) Personality traits (iii) Social traits and (iv) Personal traits. All the items were positive. The possible minimum score is 35, and the maximum is 175. The investigator obtained due permission from the head of the institutions and collected data from the samples. The collected data were statistically analysed using SPSS to arrive at the findings of the study.

Analysis of Data

Hypotheis1 : There is no significant difference between male and female Tamil optional B.Ed. Students in their leadership traits.

Table 1

Difference between Male and Female Tamil Optional B.Ed. Students in their Leadership Traits

Dimension	Male (N =295)		Female (N = 140)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D.		
Physical Traits	50.65	10.032	49.9	10.006	0.5	NS
Personality Traits	49.8	10.703	50.03	9.93	0.155	NS
Social Traits	50.9	10.143	49.88	9.987	0.686	NS
Personal Traits	49.07	8.585	50.12	10.176	0.705	NS
Leadership Traits	49.93	10.121	50.01	9.997	0.055	NS

Table 1 shows the calculated 't' values of all the dimensions and in total (0.500, 0.155, 0.686, 0.705, 0.055) of the leadership of the B.Ed. Tamil optional students which are less than the table value (1.96) at 0.05 level of significance, so the hypothesis is accepted. This shows that there is no significant difference between male and female Tamil optional B.Ed. Students in their leadership traits.

Hypothesis 2 : There is no significant difference between rural and urban Tamil optional B.Ed. Students in their leadership traits.

Table 2
Difference between Rural and Urban Tamil Optional B.Ed. Students in their Leadership traits

Dimension	Rural (N =295)		Urban (N = 140)		Calculated 't' value	Remark at 5% level
	Mean	S.D.	Mean	S.D.		
Physical Traits	50.12	10.03	49.72	9.969	0.389	NS
Personality Traits	49.83	9.274	50.36	11.44	0.512	NS
Social Traits	49.43	9.832	51.19	10.27	1.719	NS
Personal Traits	49.99	9.774	50.02	10.5	0.032	NS
Leadership Traits	49.85	9.499	50.33	11.01	0.47	NS

Table 2 shows the calculated 't' values of all the dimensions and in total (0.389, 0.512, 1.719, 0.032, 0.470) of the leadership traits of the B.Ed. Tamil optional students which are less than the table value (1.96) at a 0.05 level of significance, so the hypothesis is accepted. This shows that there is no significant difference between rural and urban Tamil optional B.Ed. Students in their leadership traits.

Hypothesis 3 : There is no significant difference between Tamil optional B.Ed. Students studying in aided and private colleges in their leadership traits.

Table 3
Difference between Tamil Optional B.Ed. Students Studying in Aided and Private Colleges in their Leadership traits

Dimension	Aided (N = 65)		Self-Financed (N =370)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Physical Traits	51.14	8.742	49.79	10.203	1.01	NS
Personality Traits	52.77	8.784	49.51	10.144	2.437	S
Social Traits	53.6	7.737	49.37	10.224	3.178	S
Personal Traits	52.93	8.593	49.48	10.15	2.579	S
Leadership Traits	53.29	8.205	49.42	10.183	2.901	S

The Table 3 shows that the calculated 't' values of the dimension physical trait (1.010) of the leadership of the B.Ed. Tamil optional students is less than the table value (1.96) at 0.05 level of significance, and so the hypothesis is accepted. This shows that there is no significant difference between Tamil optional B.Ed. students studying in aided and private colleges in their physical traits.

But the calculated 't' values of the dimensions personality trait, social trait, personal trait, and leadership in total (2.437, 3.178 , 2.579 , 2.901) are greater than the table value (1.96) at 0.05 level of significance, and so the hypothesis is rejected. This shows that there is a significant difference between Tamil optional B.Ed. students studying in aided and private colleges in their Personality Trait, Social Trait, Personal Trait, and Leadership in total. While comparing the mean scores, the mean scores of the Tamil optional B.Ed. students studying in aided colleges (52.77, 53.60, 52.93, 53.29) are higher than those who study in self-financed colleges (49.51, 49.37, 49.48, 49.42) in the dimensions personality trait, social trait, personal trait, and leadership in total. This shows that the Tamil optional B.Ed. students studying in aided are found to be better in their personality trait, social trait, personal trait, and leadership in total than their counterparts.

Hypothesis 4 : There is no significant difference between Tamil optional B.Ed. students studying in girls and co-educational colleges in their leadership traits.

Table 4
Difference between Tamil Optional B.Ed. Students Studying in Girls and Co-Educational Colleges in their Leadership Traits

Dimension	Girls (N=50)		Co-Ed (N = 385)		Calculated 't' value	Remark
	Mean	S.D.	Mean	S.D.		
Physical Traits	51.74	10.181	49.76	9.968	1.319	NS
Personality Traits	52.24	10.42	49.71	9.968	1.682	NS
Social Traits	54.37	9.14	49.43	9.976	3.321	S
Personal Traits	53.88	9.891	49.49	9.915	2.942	S
Leadership Traits	53.93	10.426	49.49	9.843	2.978	S

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NO ONE ENCOUNTERS THE SAME REALITY TWICE

UGC CARE APPROVED

Inaugural address (abridged) delivered to the first years at Loyola College of Education (17Nov2021)

ABSTRACT

A student in a college of education is actually a student-teacher, for he/she is a potential teacher too. As the students plunge into the river of education, the teachers are there as boatpeople to see them through. Teaching could be conventional or covenantal. One learns to celebrate/understand failures, for failures are eye-openers and better teachers in life. In a corporate world of self-centeredness, the Jesuit education forms people to be 'other-centered'. One needs to attain the escape velocity, to free oneself from social fetters, through critical thinking, growing in confidence in oneself, and building up courage to face the future. This is made possible by having a clear goal and working for it all through one's life.

Keyword : *Education, Conventional and covenantal teaching, Social escape velocity*

Reality out there :

In the college of education we learn to teach and we are formed to be formators of the future students. In his novel Siddhartha, Hermann Hessepresents a beautiful meditation on the river. Siddhartha feels that the river represents time, for there is never ending flow in the river. It also dawns on him that the river symbolizes more than time. He also sees in the flow of river, how the past becomes the present and how the present would become the future. He realizes that, "No man ever steps in the same river twice. For it's not the same river and he's not the same man". And when he actually crossed the river, he left behind his Kingdom and wealth; and he crossed into a world of enlightenment owning only knowledge and wisdom.

When you step into this river of learning, you leave behind your student days and you cross to the other side of the river as informed and experienced teachers. You are leaving behind the reality of world where Possession, Position, and Power matter;butyou pass on into yet another reality of world where Education, Enlightenment, and Empowerment matter.

There would be currents and there would be quicksand. But be assured that there would be your teachers as boatpeople to help you to reach the other side of the river safely. You have come to the haven of education and you are entrusted to the time-tested teachers of experience, excellence, and commitment to form you and to shape you up even better teachers than they themselves are. So plunge into the river of education with courage and swim across with confidence.

Teaching - Convention or Covenant?

It is important to differentiate between conventional and covenantal teaching. The conventional method is teacher-focused, and the covenantal method is student-centered.In the conventional method the student is tested for his/her retention of what has been taught; but in the covenantal teaching one admires and appreciates how much the student has made use of his/her digested learning. So as student-teachers, you find out your own way of understanding the subject taught, digest as per your perception, and enrich the same with the help of your mentor, and come up at the end of these years as accomplished and enlightened teachers yourselves. A conventional method is syllabus based, whereas the covenantal method is project oriented in which the student learns through insights gained from events in life. While conventional teaching is time-bound contract, covenantal teaching is life-long promise.

Though the university atmosphere promotes conventional teaching and learning, the Jesuit education expects you to be student-teachers of covenant. It is a mutual understanding and undertaking that we teach and learn simultaneously from each other.

Rev. Dr. Francis P Xavier SJ
Rector Loyola Campus, Chennai

Mission of a Teacher:

In the words of Kahlil Gibran, the author of the famous book The Prophet, 'A teacher can only lead you to the threshold of your own mind.' His advice is, 'whoever would be a teacher… let him begin by teaching himself before teaching others and let him teach by example before teaching by word.'

This, you could achieve, when you are open minded and attentively listen to the teacher. Then, listening should become your personal reflection; reflection would turn into conviction; conviction would lead you to action; and the action is that you yourselves would become teachers and the cycle starts all over. Open-mindedness is very essential.

Teaching as Learning and Learning as Teaching:

Teaching-learning is a two way process. While the students learn from the teacher, the teacher also learns from the students. As students you have the choice to replicate the teacher by reproducing what was taught in the exam; you could be also creative by adding the outcome of your critical thinking to what you have learnt; and still more, you could be prophetic, preparing yourselves for the unknown and unseen students in the classrooms when you become teachers. You are already potential teachers and you become more and more mature as full-fledged teachers at the end of the course work.

As student-teachers you also would face some delicate situations. Life is a mixture of successes and failures. Learn to celebrate your failures, because failures are eye-openers and are better teachers in life. We learn from failures the power of taking risks and the need for thinking big. But do not dwell in it and do not repeat the same mistake twice. If you have this attitude, you can get along with any person and in any situation. Whatever be your impact on others, be true to your inner voice and follow your gut feeling when you are looking for decision making.

Expectation of the World from a Teacher :

The world out there would expect you as a disciplinarian and as an instructor. In a growing digital world, the expectation from the world out there is that you become an efficient digital person. Today, manual labour is becoming less attractive and intellectual labour is the preferred one. Remember we are in a world which has become a knowledge city: And a teacher is expected to be a knowledge worker preparing men and women for knowledge society, which would boost the economic growth of the nation.

In a world of profit-oriented and selfish world of corporates, the Jesuit education expects you to be the 'other-centered'. You are to be formed as teachers who would in turn form your future students as men and women for others. The focus of the Jesuit education is 'the other' – It is not what I gain but what I have to offer to others. Even as a student-teacher grows in this spirit of giving, because in giving we receive. We give, perhaps our time and our assistance to help our classmates to study better, and in return we receive his/her gratitude and blessing that would fill us with joy and happiness, which money and wealth cannot give us.

Expectation from a Jesuit Teacher-Student :

A Jesuit teacher-student needs to attain the social escape velocity. You have seen the rocket zooming into the sky and at one point it has to get out of the gravitational field of the earth. This is called the escape velocity and it is 11.2 Km/sec for earth. Once this escape velocity is reached, then the rocket could be on its way to the Moon, the Mars etc. We want you to attain this escape velocity from the fetters of the meaningless and cripplingsocial and religious bindings. You can reach your escape velocity by developing clarity in mind fed by critical thinking, growing in confidence in yourself to march ahead rain or shine, and facing the future with courage to do your best.

Once there was a competition among the frogs in a field who could climb the water tank. The tank was tall – So many tried, some gave up soon and others were discouraged from climbing further. But one frog went ahead steadily and reached the top. When they asked the frog how he did that – The frog did not answer. They realized that the frog was deaf. Whatever happens steer clear of obstacles. Have a routine which would make you Get up – Dress up – and Show up for studies now and later for work.

As student-teachers be persons of conviction, communication, and commitment in whatever you do. Though we live in a digital world, it is filled with humans. We need team work and hence we need interpersonal relationships. Develop a spirit of dialogue to understand and to be understood. Be ready for mutual help to give and to get. When St Ignatius sent Jesuit delegates to the Council of Trent (1545-1563), an international theological conference, he gave them three instructions: i) Build social Relations; ii) Help others in need; and iii) Look after Yourself. I recommend the same to you today. You need to take care of yourself – Self-care in moderationwould help you go a long way in life. We are not machines but human beings filled with body and emotions. We need to stop now and then, reflect how things go, and then proceed with renewed hope or courage.

Your Dream and Expectation :

You set the goal to achieve in life and strive to realize the goal. Do not be afraid if you have to change the goal but keep looking for meaning in life. As Siddartha said, "when someone is seeking… he sees the thing that he is seeking… because he is only thinking of the thing he is seeking" – That is the goal. Difficulties might crop up, challenges might stare into your face, failures might dampen your spirit – but keep going. So far you keep your dream alive, you would reach your goal all right.

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A STUDY ON LEADERSHIP...

The Table 4 shows that the calculated 't' value of the dimensions physical traits and personality traits (1.319, 1.682) of the leadership of the B.Ed. Tamil optional students are less than the table value (1.96) at 0.05 level of significance, so the hypothesis is accepted. This shows that there is no significant difference between Tamil optional B.Ed. Students studying in girls and co-educational colleges in their physical trait and personality trait

But the calculated 't' value of the social traits, personal traits, and leadership traits (3.321, 2.942, 2.978) are greater than the table value (1.96) at 0.05 level of significance, so the hypothesis is rejected. This shows that there is a significant difference between Tamil optional B.Ed. Students studying in girls and co-educational colleges in total social traits, personal traits, and leadership. While comparing the mean scores, the mean scores of the Tamil optional B.Ed. Students studying in girls colleges (54.37, 53.88, 53.93) are higher than those studying in co-educational colleges (49.43, 49.49, 49.49) in social traits, personal traits, and leadership traits. This shows that the Tamil optional B.Ed. Students studying in girls' colleges are better in their social traits, personal traits, and leadership traits than their counterparts.

Conclusion

The core idea of the teacher leader as the instigator of change at the school and system level has been the focus of much contemporary analysis and discussion (Lieberman, Campbell, &Yashkina, 2017). The study's findings will contribute to improving the quality of leadership among the Tamil optional B.Ed. Students. The investigators recommend that the B.Ed. Trainees are given more opportunities to improve their leadership traits to lead their student community and impart education better and effective.

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