ISSN 2278 - 6899

INIGO EDU RESEARCH

a peer reviewed and refereed bi - annual journal

Volume. 12 No.2 July - December 2019

Published by :
St. Ignatius College of Education
(Autonomous)
Palayamkottai, Tirunelveli - 627 002, India.
www.ignatiuscollegeofeducation.com

GUIDELINES FOR CONTRIBUTORS

Authors are invited to contribute original articles on contemporary issues in Higher Education / Teacher Education in General and Educational Research in Particular for publication in the Inigo Edu Research. Contributors must provide their designation and complete mailing address along with contact numbers & e-mail id etc. The manuscripts must be typed in MS-word, Times New Roman font size 12, with 1.5 line spacing not exceeding 5 pages and abstract not exceeding 250 words. Both hard and soft copy (Electric format by email / CD Rom) can be sent to the following address.

The Editor, Inigo Edu Research, St.Ignatius College of Education(Autonomous), Palayamkottai
email : ign_edn@rediffmail.com

SUBSCRIPTION

Subscription includes the price of journal plus postage to be published and supplied in the months of January &June. Subscription may be paid through cheque or Demand Draft in favour of St. Ignatius College of Education, Palayamkottai.

for further information / enquiries please contact
Land Line : 0462-2560559Mobile : + 91 9488662905
email:shaanmaria@gmail.com

INIGO EDU RESEARCH
THE JOURNAL ON EDUCATION
ISSN 2278 – 6899 Bi-Annual July-December 2019

EDITORIAL BOARD

ENHANCING STUDENTS' PERFORMANCE IN HIGHER EDUCATION THROUGH LEARNING ANALYTICS IN TODAY'S EDUCATIONAL ECOSYSTEM

***Maria Saroja.M, **Nirmala Devi.A**

**Research Director &Associate Professor of Biological Science, St.Ignatius College of Education (Autonomous), Palayamkottai.*

***Principal,St.Ignatius College of Education (Autonomous), Palayamkottai.*

ABSTRACT

Quality education is a mammoth task that requires a close partnership between all stakeholders, policymakers, academia, industry, and NGOs to ensure inclusive and equitable education and promote lifelong learning opportunities for all. Learning analytics are the collection, analyses, and reporting of data around learning. The pervasive integration of digital technology in higher education influences both teaching and learning practices. The main goal of learning analytics is to support institutional, operational, and financial decisions –making process. It also helps educators to examine, understand and support students' study behaviors and change their learning environment. This present paper focuses on the ways to enhance student's performance in higher education through learning analytics in today's educational ecosystem.

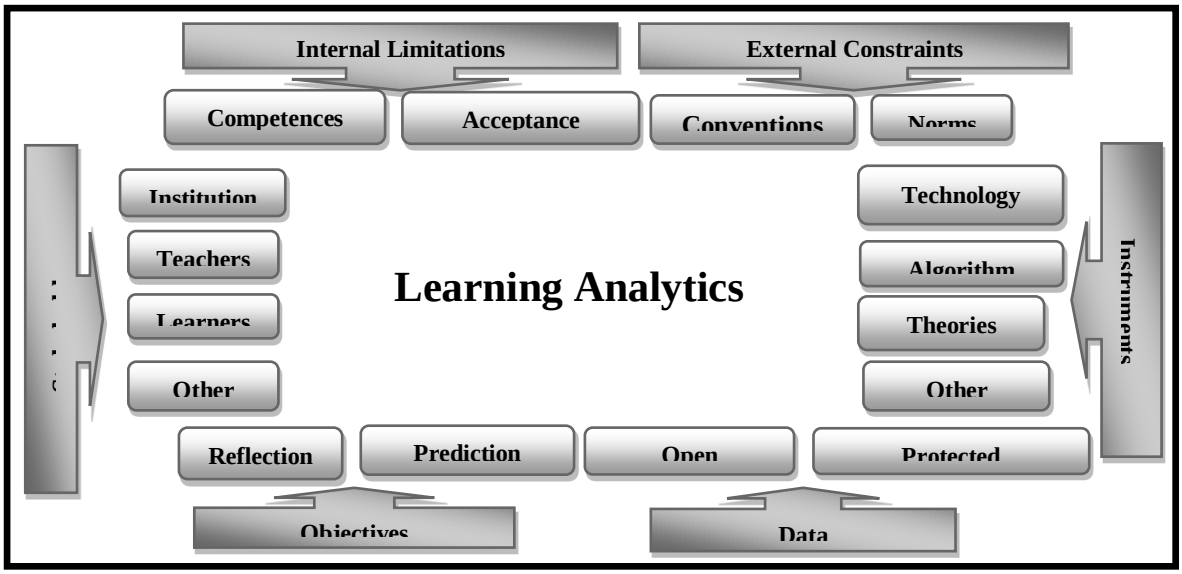
Keywords: Learning analytics, Digital technology, Learning environment, Educational ecosystem

ntroduction

In quality education, the general purpose is to offer programs and experiences, which help learners to think and learn throughout the progress (Patwa, N., Seetharamam, A., Sreekumar, K., &Phani, S.2018). A key concern of Learning Analytics is the gathering and analysis of data as well as the setting of appropriate interventions to improve the learners learning experience (Greller et al. 2014).Learning Analytics focuses specifically on the process of learning. It also helps students to develop skills and knowledge in more personalized and self-paced way (Siemens and Long 2011). Regarding higher education, learning analytics and big data help to create a better-blended learning environment, which facilitates the student learning process by providing a handy range of technology and media in collaboration with the traditional face-to-face method of teaching in class. According to a study conducted by Wong (2017), learning analytics can support to improve the education process based on the six aspects such as improving student retention, supporting informed decision making, increasing cost-effectiveness, understanding students learning behavior, arranging personalized assistance to students and providing timely feedback and intervention. Knight, Shum, and Littleton (2014) considered LA as an emerging "research field and design discipline", specifically, a field of the educational research that uses computational techniques to capture and to analyze learning-related data. Scheffel, Drachsler, Stoyanov, and Specht (2014) also stipulated LA as a multi-disciplinary research field that is built upon the use of data mining processes, information retrieval, technology-mediated learning environment, and visualization. Learning analytics is having a huge positive impact on the performance of a student in higher education. (Daniel.B, 2015). In higher education, learning gets enriched by interactions of learners with instructors or teachers. Many teachers spend numerous hours to design courses and curriculum to maximize the learning from this interaction. This paper focuses on enhancing students' performance in higher education through learning analytics in today's educational ecosystem.

Learning Analytics in today's Educational Ecosystem

Today there is a huge demand for innovative learning and professional development, with a strong impact on both academia and industry. This demand is intertwined with the move towards new modes of new ubiquitous learning technologies. Contemporary learning systems and their analytics are only a subset of different kinds of learning materials and learning tools that an educator should take into consideration, and most importantly they do not offer an overview of the different learning experiences and dynamics. In higher education, learning analytics is gaining more and more importance, due to the new possibilities which are arising in the field of data collection. Further, that will save time and money for the institutions since they target the right type of students and don't need to expand their research to find the right students. (RubelA. &Jones, K.M, 2016). Institutions can better analyze, whether a student is at risk, analyze their performance and help the students in need. That decreases the rate of dropouts and increases the number of graduates. With the help of analytics, we can find the root of the most prominent problems of their students and can use that discovery to improve the student's knowledge in those courses and help them to succeed. (Dietz-uhier, B., & Hurn, J.E, 2013).Also, learning analytics is having a huge positive impact on the performance of a student in higher education. Greller and Drachsler (2012) developed a framework that includes six critical dimensions related to an LA initiative. Each of the dimensions must be addressed to institutionalize an LA initiative successfully. Fig:1



Enhancing Educational performance through learning analytics:

Some researchers specified that higher education has to include the analytics tool into the system to improve productivity. It provides feedback to learners and teachers about educational performances (Daniel 2016). Following are the useful methods can be followed by the institution to enhance student's performance through Learning Analytics.

1. Feedback: Learners often might fail at a particular subject but do not know what the reason was. It becomes valuable, even necessary in fair educational activities when the learner can look not just at himself and his actions, but at other colleagues who have had the same or similar experience. Providing feedback to students is an important role of teachers in any educational setting. This process enables students to learn from their actions and can have a significant impact on the motivation of the learners. Dodge et al(2015) report that interventions through emails to the students work best and found

that such an approach impact student achievement. The improvement of electronic learning modules supports the evaluation of learners in logical, real-time ways. To predict learner outcomes such as dropping out, needing extra help, or being capable of more demanding assignments, this approach can analyze underlying patterns.(Daud et al.2017) Pedagogic approaches that seem most effective with particular learners could be identified and after that applied adequately.

2. Tracking: To understand the real learning patterns and activities of learners more effectively tracker devices can be used for teachers, by allowing them to track a learner's experience in an e-learning course. In observing the digital paths learners leave overdue. Teachers can track learners' passage during the whole learning experience within a particular topic, some bigger portion of teaching material or even during the whole course. As Sclater et al(2016) note, after conducting the analysis notifications were automatically generated and send to students and their parents on student's performance.

3. Efficiency: LA can save many hours of time and effort, when applying strategies and try to achieve various goals. This means students can receive better support from lecturers, and take greater control of their learning progress.Star and Collette(2010) report that knowing the circumstance and understanding the causes, the instructor can increase the retention rate.After analyzing the students' study results, demographics and social data, instructors can identify who needs assistant most to provide individual counseling (Karkhanis&Dumbre 2015).

4. Understanding the learning process: By using LA in e-learning, teachers can see which parts of a course were too easy and which parts were too difficult that the learner has failed to solve.

5. Collaboration: Experts from many different fields (Education, Pedagogy, Psychology, Cognitive Sciences, Engineering, Computer Science especially from Artificial Intelligence and Data Mining Fields, Instructional Design and so on) have to come together to retain a Learning Management System function at its best. Recently the most important part of educational systems and environments is Human-Computer interaction. It should offer a learner-friendly, highly functional and pleasant interface to communicate with the system and easily use teaching material. This encourages high-level and quality cooperation, powerful teamwork, and an interdisciplinary and multidisciplinary approach throughout all educational stages and processes.

6. Personalization: LA can also be effective in guiding teaching material designers and designers of e-learning systems by allowing them to personalize courses to adjust their learners' individual needs. This will allow developers of e-learning systems and educational environments to promote the standard for effective and exceptional e-learning courses.

Learning analytics in Institutions: Learning Analytics in universities and institutions is to improve inter-institutional cooperation and the development of an agenda for the large community of students and teachers. Some important features that LA offers to institutions are listed below (Klaninja-Milicevic ,2017;Daniel, 2015; Siemens, 2011).

- Assisting in creating a common sense of complex educational topics and content through the combination of social, technical, and information networks. Algorithms can recognize and provide insight into data and at-risk challenges.
- Innovating and transforming the college and university system and functioning, in addition to already existing educational models and pedagogical approaches.
- Improving and make faster and more efficient administrative decision-making processes and effectiveness of organizational resource provision.

● Helping leading institutions, educational policymakers, and educational authorities transition to holistic decision-making through analyses of "what-if" scenarios.

● Exploring how different components within a complex discipline (e.g., remembering learners, decreasing costs) connects and discovers the influence of varying essential components.

● Increasing administrative efficiency, effectiveness, and productivity by providing up-to-date information and allowing fast and as much as the possible proper reaction to challenges.

● Constant testing and evaluation of curricula and prompt reactions if some parts have to be changed and/or improved.

● Helping official leaders to control the hard (e.g., research, patent) and easy (e.g., quality of teaching, reputation, profile,) value created by faculty and university activities.

● Evaluating typical and widely spread grading techniques, instruments, and practices (i.e., departmental and licensing exams).

Smart Learning Analytics

Today's role of analytics on helping individuals to make sense of the learning procedures, and smart environments on providing feedback and diverse "smart" functionalities, have drawn the interest of many scholars and practitioners. (Daniel B.2015). Video and multimedia technologies are becoming more prominent in the world of education. Most of today's learning environments have video affordances. Also, advanced video repository systems have seen enormous growth through social software tools and the possibilities to enhance videos on them.

• **Video learning analytics:** Millions of learners enjoy video streaming from different platforms on a diverse number of devices (desktop, smartphone, tablets) and create a large volume of interactions. This amount of learning activity might be converted via analytics into useful information for the benefit of all video learners.

Learning Analytics Dashboard Applications

Learning analytics dashboards can be defined as a form of "personal informatics" applications. These applications track students' log-files and collect personal data about different characteristics of behavior patterns, interests, habits, feelings, which encourage user self-knowledge by making available tools for the review and analysis of their personal history. In the field of higher education, dashboard applications can support learners and teachers in online and blended learning or traditional face-to-face teaching. Such dashboards provide graphical representations of the current and historical state of a learner or a course to enable flexible decision making.

Conclusion

Learning Analytics is a definitively promising research field, which provides new and innovative methods, tools and platforms that influence researchers in Technology Enhanced Learning. Higher education institutions are applying LA to improve the facilities they provide for students but also other educational stakeholders and to improve observable and measurable learning outcomes Smart learning has become a new term to describe technological and social developments (e.g., Big and Open Data, Internet of Things, RFID, and NFC) to enable effective, efficient, engaging and personalized learning. Collecting and combining learning analytics coming from different channels can provide valuable information in designing and developing smart learning. The role of learning analytics in education helps individuals to make sense of the learning procedures and develop the smart learning environment. Towards this direction research on Smart Learning Analytics is expected to play a critical role and shape the future of environments and analytics for learning.

References

1. Daniel, B. (2015). Big data and analytics in higher education: Opportunities and challenges. *British Journal of Educational Technol*ogy, *46*, 904–920.
2. Daniel, B. K. (Ed.). (2016). Big data and learning analytics in higher education. C*urrent theory and practice*. *Springer*.
3. Daud, A., Aljohani, N. R., Abbasi, R. A., Lytras, M. D., Abbas, F., & Alowibdi, J. S. (2017). Predicting student performance using advanced learning analytics. *In Proceedings of the 26th International Conference on World Wide Web Companion*
4. Dodge, B., Whitmer, J., & Frazee, J. P. (2015). Improving undergraduate student achievement in large blended courses through data-driven interventions. *In Proceedings of the Fifth International Conference on Learning Analytics and Knowledge , (*pp. 412-413). ACM.
5. Greller, W., Ebner, M., & Schön, M. (2014) Learning analytics: From theory to practice–data support for learning and teaching. *Computer Assisted Assessment Research into E-Assessment*, Springer International Publishing, pp 79-87.
6. Greller, W., & Drachsler, H. (2012). Translating learning into numbers: A generic framework for learning analytics. *Educational Technology & Society*, *15*(3), 42–57.
7. Klaninja-Milicevic, A., Ivanovic, M., & Budimac, Z. (2017). Data science in education: Big data and learning analytics. *Computer Applications in Engineering Education*, *25*(6), 1066–1078.
8. Knight, S., Buckingham Shum, S., & Littleton, K. (2014). Epistemology, assessment, pedagogy: where learning meets analytics in the middle space. *Journal of Learning Analytics, 1*(2), 23-47.
9. Li, I., Dey, A., & Forlizzi, J. (2010). A stage-based model of personal informatics systems. *In Proceedings of CHI10: 28th International Conference on Human Factors in Computing Systems*, (pp. 557–566), New York.
10. Long, P. (2011). *LAK'11: Proceedings of the 1st International Conference on Learning Analytics and Knowledge*, March, 2011, Banff, Alberta, Canada, ACM.
11. Karkhanis, S. P., & Dumbre, S. S. (2015). A study of application of data mining and analytics in education domain. *International Journal of Computer Applications*, *120* (22).
12. Patwa, N., Seetharaman, A., Sreekumar, K., & Phani, S., (2018). Learning analytics: Enhancing the quality of higher education. *Research Journal of Economics*, *2*(2), 1-7.
13. Rubel, A., & Jones, K. M. (2016). Student privacy in learning analytics: An information ethics perspective. *The Information Society*, *32*, 143-159.
14. Sclater, N. (2016). Developing a code of practice for learning analytics. *Journal of Learning Analytics*, *3*(1), 16-42.
15. Scheffel, M., Niemann, K., Leony, D., Pardo, A., Schmitz, H. C., Wolpers, M., & Kloos, C. D. (2012). Key action extraction for learning analytics. *In European Conference on Technology Enhanced Learning*. Springer Berlin Heidelberg. pp 320-333.
16. Siemens, G., & Long, P. (2011) Penetrating the fog: Analytics in learning and education. *EDUCAUSE review*, *46*(5), 30-40
17. Star, M., & Collette, L. (2010). GPS: Shaping student success one conversation at a time. *Educause Quarterly*, *33*(4).
18. Wong, B. T. M (2017). Learning analytics in higher education: An analysis of case studies. *Asian Association of Open Universities Journal*, *12*(1), 21-40.

AWARENESS OF INFERTILITY PROBLEMS IN RELATED TO LIFESTYLE FACTORS AMONG STUDENT TEACHERS

***Bindhu. K.C.**

**Associate Professor and Head, Department of Education, Mother Teresa Women's University, Kodaikanal*

ABSTRACT

The status of health is an important indicator reflecting social development and the quality of human life. Since health refers to the general condition of an organism resulting from the interaction with the environment. The environment of the individual is continuously changing and he has to undergo a continuous process of adjustment so as to be continuously healthy. Infertility is the most common reproductive health problems that affect a large population of the young population. There is a great relationship between infertility and lifestyle factors. Environmental hazards and occupational exposures have putative threats to the general and reproductive health. The main objective of the study was to find out the awareness of infertility problems in related to lifestyle factors among student teachers. Survey method was adopted in this study. The sample consists of 300 student teachers from various colleges affiliated to Tamilnadu Teachers Education University. 't'- test and 'r' were used for analyzing the data. The present study revealed that there was a significant positive correlation between infertility and life style factors among student teachers.

Keywords: Life style factors, Infertility, Reproductive health

Introduction

An industrialized society can be characterized as one which influences the everyday life of its inhabitants in nearly each and every aspect. Not only in the division of time in the day pretty well fixed, but also the way one spends that time is virtually foreseeable. What to do in the working place or at school, when to watch TV, when to go to sleep, are activities which are repeated every day in a similar fashion. This is not because of the lack of imagination, but rather because of requirements placed in people by various social agencies. Even holidays are spent using organizations for mass tourism. Much of individual responsibility for life has been taken is by anonymous bodies, social and state agencies. Further, health care is one of the most basic human rights, vital for preservation and promotion of health (Article 25 of the universal declaration of human rights). Women's health is particularly susceptible to reproductive problems. The focus is on "Special Sexual and Reproductive Needs" and attention on "life cycles" instead of "experiences" thus, there is a danger of privileging the sexual and biological definition of women. Women's special needs in health arrive out of particular contexts of gender, race and economic inequality. It is recognized that reproductive health is a crucial part of general health and is central to human development. Infertility is a major reproductive health problem affecting a huge proportion worldwide. The WHO has defined a healthy lifestyle as a series of behaviors ensuring an individual physical and mental health. While the physical quality of life encompasses nutrition, physical activity, sleep, mental quality of life deals with inquiry and learning and spirituality. Numerous factors have been associated with reduced fertility problems that cover demographics (e.g. age), reproductive history (e.g. menstrual cycle characteristics, history of pelvic surgery) and current lifestyle habits (e.g. alcohol consumption, smoking). There is an increasing body of evidence that lifestyle factors can impact reproductive performance. For example, studies have demonstrated that smoking in women significantly decreases the chance of conception. Lifestyle and infertility go

hand in hand. Both have become an integral part of each other. There is a tremendous change in the lifestyle in this era and people seem to have lost all health and hygienic practices.

Statement of the problem

"Awareness of Infertility Problems Related to Lifestyle Factors among Student Teachers. "

Need for the study

Infertility is a global health issue, affecting approximately 8-10 percent of couples worldwide. The 1981 census of India estimated infertility to be in the range of 4-6 percent. A global review of infertility from the world fertility survey and others estimated similar rates of infertility in another city in South Asia. Infertility has been relatively neglected both as a health problem and as a subject for Social Science Research in South Asia, as in the developing world more generally, the general thrust of both programs and research has been on the correlates of high fertility and its regulation, rather than understanding the context of infertility, its causes, and consequence. It is estimated that globally infertility affects between 50-80 million couples at some point in their reproductive lives, and has a variety of biological and behavioral determinants (UNFPA 1999). As a matter of fact, the general changes in women's belief and view about their role in modern society makes it easier for them to ask help in an assisted reproduction center. In addition, the entry of women in the professional arena, the high professional competition, and the effort to obtain a comfortable life and financial security are important factors that lead to delayed childbearing. Specifically, women who have very high career goals, often try to delay pregnancy by using contraceptives for a very long time, which unfortunately have negative effects on a couple's fertility. Finally, the daily stress and the new high demanding way of living have adverse effects on the reproductive capacity. Besides the health problems related to female anatomy, another major factor that causes infertility is smoking. Other causes that are likely to cause infertility, but not explored in this study, are diseases affecting the function of the ovaries, dietary problems such as excessive increase or decrease in body weight, exposure to radiation, chemical agents, cytotoxic drugs and psychological causes.

Objectives of the study

- To find out the awareness of infertility among student teachers
- To find out the lifestyle among student teachers.
- To find out the relationship between lifestyle and awareness of infertility among student teachers**.**

Hypotheses of the study

- There is no significant difference in the infertility awareness of student teachers based on the type of college.
- There is no significant difference in the infertility awareness of student teachers based on the nature of college.
- There is no significant difference in the infertility awareness of student teachers based on the locality of college.
- There is no significant difference in the infertility awareness of student teachers based on age.
- There is no significant difference in the lifestyle of student teachers based on the type of college.
- There is no significant difference in the lifestyle of student teachers based on the nature of college.
- There is no significant difference in the lifestyle of student teachers based on the locality of college.
- There is no significant difference in the lifestyle of student teachers based on age.

Title of the study

The title of the present study is framed as, "Awareness of Infertility Problems in Relation to Lifestyle Factors among Student Teachers in Madurai District"

Operational definitions

Awareness – Awareness is the ability to directly know and perceive, to feel or be cognizant to an event

Infertility – Infertility is the inability of a person to reproduce by natural means.

Lifestyle – Lifestyle is someone's way of living.

Student teachers- Student teachers are the trainees who have enrolled for the B.Ed., program

Method of study: The researcher analyzed the possibilities of various methods of research and selected the survey method to study the present study.

The population of the study: For the present study the population consists of B.Ed students from various colleges affiliated to Tamilnadu Teachers Education University in Madurai district.

Sample of the study

The sampling technique employed in the present study was purposive/cluster sampling. 300 student teachers were taken as the sample for the study. The students in the sample belong to various B.Ed colleges, and the stratifications were made based on their age, type of institution, nature of the institution and locality of the institution.

Research tool

Infertility Awareness Inventory And Lifestyle Inventory were used for the present study, this scale was developed by Bindhu K.C(2017).

Statistical techniques used

The investigator used the descriptive statistical measures based on the characteristics of the sample or population in totality. The investigator analyzes the hypotheses based on the computation of Mean, Standard Deviation 't' test and 'r'.Data Analysis and Interpretation

Table-1: Statistical measures and results of test of significance of difference between the mean scores of infertility awareness among student teachers based on the background variables

Background Variables		N	Mean	SD	't' Value	Level of Significance
Type of College	Govt Aided	150	139.67	10.91	1.275	NS
	Private	150	138.01	11.57		
Nature of Institution	Women	150	132.82	10.18	1.668	NS
	Co-Ed	150	138.09	14.53		
Locality of College	Rural	100	139.16	11.12	0.247	NS
	Urban	200	138.82	11.30		
Age	Below 25	243	139.66	11.01	0.650	NS
	Above 25	57	137.94	11.47		

The table 1 shows the infertility awareness of the student's teachers based on their type of college, nature of the institution, locality of college and based on the age. The obtained' values are 1.275, 1.668,0.247 and 0.650 lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the mean scores of infertility awareness among student teachers based on the type of college, nature of the institution, locality of college and based on the age.

Table-2 : Statistical measures and results of test of significance of difference between the mean scores of lifestyle based on background variables.

Background Variables		N	Mean	Std. Deviation	't' Value	Level of Significance
Type of College	Govt Aided	150	352.83	14.16	1.668	NS
	Private	150	358.09	10.18		
Nature of Institution	Women	150	353.82	10.18	1.668	NS
	Co-Ed	150	352.09	14.53		
Locality of College	Rural	100	364.19	16.29	0.267	NS
	Urban	200	364.78	18.59		
Age	Below 25	243	364.16	17.517	0.473	NS
	Above 25	57	365.15	18.305		

The table 2 shows the life style of the students teachers based on their type of college, nature of the institution, locality of college and based on the age. The obtained' values are 1.668, 1.668, 0.267 and 0.473 lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between the mean scores of life style awareness among student teachers based on type of college, nature of the institution, locality of college and based on the age.

Table-3: Correlation between infertility awareness and life style.

Variable	N	Mean	'r' value
Infertility awareness among student teachers	300	139.91	0.948
Lifestyle among student teachers	300	138.93	

From the above table it is inferred that the calculated 'r' value is 0.948. It imparts that there is significant strong positive relationship between infertility awareness and lifestyle among student teachers. This shows that there is a significant positive relationship between infertility awareness and lifestyle among student teachers.

Discussion

The present study was aimed to study the awareness of infertility and lifestyle of student teachers in Madurai district. Findings of the study state that there was no significant difference in the infertility awareness and lifestyle of student teachers. The study also proved that there is a significant positive relation between infertility awareness and lifestyle of student teachers. This can be due to the prevailing awareness about reproductive health. Health education has been made as a paper for the student teachers which imparts them a healthy way of living. Similarly, there is a wide range of awareness for student teachers right from their home to school. They learn from what they see in and around them. There are a lot more choices for students to learn. Learning happens mostly in all instances. The lifestyle of people has been influenced a lot by globalization and westernization. These concepts have influenced the life of youngsters a lot and this, in turn, has brought a huge impact on the lifestyle. These impacts over lifestyle have brought effects that lead to infertility. Through this research, the researcher has found out that infertility awareness influences lifestyle. By being aware of infertility, one can alter the lifestyle and live a healthy life. This awareness is found to have been good among student teachers. Hence they can able to show up better with a good and healthy lifestyle.

Conclusion

Infertility nowadays has become a common factor experienced by most women in society. This can be due to the lifestyle changes that have been adopted by people. Changes in food style act as the major factor for infertility. An individuals

need to be cautious about the lifestyle followed by him/ her. A healthy lifestyle can be adopted to live a happy life. The parents and teachers need to put necessary actions in order to build a healthy lifestyle.

References

1. Aggarwal, J. C. (2008). *Essentials of educational psychology(2nd ed.)*. Vikas publishing house private limited.
2. Bhandarkar, K. M. (2007). *Statistics in education*. Neelkamal publication private limited.
3. Chandra, Shivendra, S., Sharma, & Rajendra, K. (1991). *Research in education.* Atlandic publishers.
4. Chakraworthy, K. (2006). *Research methodology*. Sumit enterprises.
5. Chauhan, S. S. (2007). *Advanced educational psychology*(7th ed.). Vikas publishing house private limited.
6. Dennis, C. (1973). *Psychology and the teacher*. Holt rinehart and Winston.
7. Eraut, M. A. (1989). *The International encyclopedia of educational psychology*. Pergamon press.
8. Gupta, C. B. (1996). *An introduction to statistical methods*. Vikas publications house private limited.
9. Gupta, S. P. (2009). *Statistical methods*. Sulthanchand and sons.
10. John, W. B. (2007). *Research in education*. Prentice hall of India private limited.
11. Kothari, C. R. (2000). *Research methodology*. Wishwaprakashan private limited.
12. Logesh, H. (2008). *Methodology of educational research*. Vikas publishing house private limited.
13. Mangal, S. K., (2010, October). *Statistics in psychology and education*(2nd ed.). PHI learning private limited.
14. Mangal, S. K. (2007). *Advanced educational psychology*(2nd ed.). Prentice hall of India private limited.
15. Nagarajan, N. S., & KaliyaPerumal, D. K. (2008). *Research methodology*. SKM publications.
16. Panneerselvam, R. (2010). *Research methodology*. PHT learning private limited.
17. Radha Mohan. (2010). *Research methods in education*. Neelkamal publications private limited, Educational publishers.
18. Robert, B. A. (2000). *Psychology*. Prentice hall of India.

META COGNITIVE SKILLS OF HIGHER SECONDARY STUDENTS

***Balasubramanian.R, **Manivannan.M**

**Research Scholar, Tamil Nadu Open University, Chennai*

***Prof & Head, School of Education, Tamil Nadu Open University, Chennai*

ABSTRACT

Metacognitive skills prepare students for lifelong learning and those skills are developed during childhood. Teens tend to have relatively strong metacognitive abilities compared to young children. Just as teens are still developing cognitively, however, they are also continuing to experience metacognitive developments. The present study investigates the significant difference between the metacognitive skills of higher secondary students concerning the locality of the students and the medium of instruction. The sample for the study is chosen based on a random sampling technique using a survey method. The sample consists of 300 higher secondary students in Thoothukudi district. Metacognitive tool developed by the investigators. The metacognitive scale included five dimensions namely planning, monitoring, controlling and regulating, strategy use and evaluation. The findings were (i) there was a significant difference between rural and urban students (ii) there was a significant difference between English and Tamil medium students in metacognitive skills and its dimensions.

Keywords: Metacognitive abilities,Metacognitive skills, Higher secondary students

Introduction

Metacognition is thinking about thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their learning processes. So meta cognition is a broad concept that refers to the knowledge and thought processes regarding one's learning. Teachers who use meta cognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker. A Learner begins with goal-setting and planning, taking into account his or her time constraints, strengths, and weaknesses relevant to the learning task, and motivation for learning. Having set reasonable goals and planned his or her learning strategies, the learner then implements his or her plan, monitoring the results as he or she studies. If the chosen strategies are working well, he or she continues; if not, he or she makes adjustments and monitors the results until they are in line with his or her learning goals.

Need for the Study

Metacognition plays an important role in numerous aspects of higher educational learning strategies. Meta cognition can be defined simply by thinking about thinking, it is implied that learners who are metacognitively aware have strategies for knowing what to find out or what they need to do. The implementation of meta cognitive strategies can lead to more stable learning and improved performance. The improvement of education involves the development of thinking, reasoning, and problem-solving skills to prepare students to participate in making and evaluating knowledge claims, explanations, models, and design a scientific experiment. Various opinions that support the statement that the Problem Based Learning (PBL) provides a learning environment that is appropriate to increase metacognitive learners and scientific reasoning.

Objectives of the Study

To find out whether there is any significant difference between rural and urban higher secondary students in their metacognitive skills and dimensions.

To find out whether there is any significant difference between English and Tamil medium students in their metacognitive skills and its dimensions.

Methodology

The researcher adopted the survey method to study the metacognitive skills of higher secondary students. The population for the present study consisted of 300 higher secondary students in Thoothukudi district. A random sampling method was adopted for this study. The investigators used the self-made tool Metacognitive Scale (MS) (2019). The investigators used a percentage analysis and 't'test for this study.

Data Analysis

Table-1:The significant difference between higher secondary students in their metacognitive skills and its dimensions concerning the locality of the institution

Dimensions	Category	Count	Mean	SD	't' - Value	Result
Planning	Rural	164	20.9573	7.68981	9.548	S
	Urban	136	27.5075	3.84032		
Monitoring	Rural	164	31.7256	4.03562	1.651	NS
	Urban	136	32.5373	4.36951		
Controlling and Regulating	Rural	164	28.0366	3.88783	.335	NS
	Urban	136	28.2090	4.80456		
Strategy Use	Rural	164	26.5244	4.42726	3.829	S
	Urban	136	28.4104	4.06195		
Evaluation	Rural	164	19.8963	9.03885	10.121.	S
	Urban	136	12.3731	2.69968		

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

It is inferred from the above table that the calculated 't' value is greater than the table value. Therefore, there is a significant difference between rural and urban higher secondary students in the dimensions of planning, strategy use and evaluation concerning the locality of institutions. Comparing the mean scores urban students have more metacognitive skills than the rural higher secondary students in the dimension of Planning and Strategy using. Rural students have more metacognitive skills than urban students in the dimension of evaluation. There is no significant difference between urban and rural higher secondary students in the dimensions of monitoring, controlling and regulating.

Table-2: The significant difference between higher secondary students in their metacognitive skills and its dimensions concerning the medium of instructions

Dimensions	Category	Count	Mean	SD	't' - Value	Result
Planning	English	181	21.6243	7.52716	8.515	S
	Tamil	119	27.4538	4.30362		
Monitoring	English	181	31.7790	4.08871	1.468	NS
	Tamil	119	32.5210	4.40695		
Controlling and Regulating	English	181	27.7680	4.02372	1.651	NS
	Tamil	119	28.6303	4.67025		
Strategy Use	English	181	26.3260	4.18978	5.272	S
	Tamil	119	28.9160	4.14479		
Evaluation	English	181	18.5525	9.15750	6.939	S
	Tamil	119	13.3277	3.51295		

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

It is inferred from the above table that the calculated 't' value is greater than the table value. Therefore, there is a significant difference between English and Tamil medium higher secondary students in the dimensions of planning, strategy use and evaluation concerning medium of instruction comparing the mean scores Tamil medium students have more metacognitive skills than the English medium higher secondary students. Comparing the mean scores English medium students have more metacognitive skills than the Tamil medium higher secondary students in the dimension of evaluation. There is no significant difference between English and Tamil medium higher secondary students in the dimensions of monitoring, controlling and regulating.

Educational Implications

1. Teachers can encourage the students coming from rural backgrounds to reflect on their learning processes and strategies.

2..Teachers can foster independent learning by asking learners to generate their questions and answer them to enhance comprehension.

3..Teachers can teach appropriate metacognitive strategies as a part of a training course.

4. Cooperative problem solving can enhance metacognitive strategies by discussing possible approaches with peer groups and learning from each other.

5. To teach learners how to think aloud and report their thoughts while performing a difficult task.

6. Self-explanation in writing or speaking can help learners to improve their comprehension of a difficult subject.

7. When learners are allowed to make errors while in training, such as during simulations, it stimulates reflection on the causes of their errors.

Conclusion

The educational phenomenon is a struggle for individuals to gain the desired behaviors. However, many factors are influential in the realization of education and during the learning process of individuals. Some of them are related to the environment in which individuals live, while others are associated with themselves. Even if the same curriculum is applied, individual differences exist in outcomes and productivity. One of the reasons for this is the metacognitive thinking skill of the individuals. To conclude, metacognition is a set of skills

that enable learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning. Our results indicate that merely exposing students to a variety of study strategies and providing monitoring exercises are not enough to ensure students' application of the theories and the effective study strategies. More intensive intervention is needed for students to not only understand but also master the recommended strategies. So meta cognitive strategies are a gift that can last forever which provides people with a new and improved learning experiences.

References

1. Desoete, A., Roeyers, H. & Buysse, A. (2001). Metacognition and mathematical problem solving in grade 3. *Journal of Learning Disabilities*, *34*, 435-449.
2. Desoete, A. & Ozsoy, G. (2009). Introduction: Metacognition, more than the lognes monster?. *International Electronic Journal of Elementary Education*, *2* (1), 1-6.
3. Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. *American Psychologist*, *34*, 906-911.
4. Fleming, S. M., Dolan, R. J., & Frith, C. D. (2012). Metacognition: Computation, biology and function. *Philosophical Transactions of the Royal Society of London. Series B, Biological Sciences, 367*, 1280–1286.
5. Harrison, G. M., & Vallin, L. M. (2017). Evaluating the metacognitive awareness inventory using empirical factor-structure evidence. *Metacognition and Learning*, Advance online publication, *4* (6), 40-52.
6. Hillsdale, N. J., Cross, D. R. & Paris, S. G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of Educational Psychology*, *80*(2), 131-142.
7. Khan, F. A., & Khan, S. A. (2013). Metacognitive reading strategies in relationship with scholastic achievement in science of IX standard students of english medium schools in Aurangabad city. *MIER Journal of Educational Studies, Trends & Practices*, *3*(1), 119-129.
8. Rezvan, S., & Ahmadi, S. A., & Abedi, M. R. (2007). The effects of metacognitive training on the academic achievement and happiness of Esfahan university conditional students. *Journal of Counselling Psychology*, *19*(4), 415-428.

RELATIONSHIP BETWEEN SOCIAL MEDIA SUPPORT AND ORGANIZATIONAL PERFORMANCE OF HIGH SCHOOL SCIENCE TEACHERS

***Nancy. A, ** Denisia. S.P**

** Ph.D., Research Scholar, Department of Education, Mother Teresa Women's University, Kodaikanal*

*** Research Supervisor, Professor and Director (Retd.), Department and Centre for Women's Studies, Mother Teresa Women's University, Kodaikanal*

ABSTRACT

This research article focuses its attention on the social media support of high school science teachers and its influence on their organizational performance. The investigators used the survey method using self-constructed questionnaires for measuring social media support and organizational performance; the data were collected from the sample selected for the study. All the high school science teachers in Tiruneveli district formed the population of the present study. From the population, the investigators randomly selected 146 teachers using a simple random sampling technique. Mean, Standard Deviation, 't' test, F test and Pearson's Product Moment Correlation were used to analyze the data. The findings revealed that the social media support of high school science teachers is significantly correlated with their organizational performance.

Keywords: Social media support, Organizational performance, Science teachers.

Introduction

In this digital world, people have been using information technology enormously to communicate with others at all times. Even in the hands of children, we can find electronic gadgets. The students are equipped with digital gadgets because the Internet is being used extensively at the very lowest cost and they use it for sending SMS, reading news and reviews, browsing for material collection, connecting with friends, keeping themselves updated, etc. Nowadays, teachers are using different social media applications like Whatsapp, Instagram, Facebook, Twitter, etc. Social media helps the teachers not only to acquire knowledge from various resources but also establishing a cordial relationship with the students, and their parents, using Facebook, Whatsapp, Twitter, Instagram, etc. Using these social media sites, the teachers can help the students to solve problems, clarify their doubts, hosting questions and answers (Boyd, D.M., & Ellison, N.B., 2007). Internet is nothing but a network of networks connected through modems, routers, etc., and plays an important role in the teaching-learning process (Rather, A.R., 2014). School is a formal institution organized by the government departments or private parties as an effort to equip the younger generation by providing knowledgeable and skilled or trained professionals with all possible skills and talents along with the moral characteristics. By formulating and implementing various educational objectives, the school authorities such as headmasters/ principals, teachers, administrative staff members and, the students are involved in the general functioning of the school (Markos, 2010). All these individuals with different backgrounds when they unite themselves in one premise may be called as the school organization. Every individual within the school organization interacts with each other, making human relationships with each other to create a pleasant working environment and to make each individual or organization member feel comfortable and joyful in working to improve organizational performance (Puteh et al, 2014). It helps the teachers and their students to learn more and more from the World Wide Web. Other than this, the schools and education departments use the internet for different purposes like sending circulars, collecting relevant data, posting

common notices and other information to one or more persons.

Need and Significance of the Study

Social media is the best way of learning, whereas the students learn through concentration of mind on essentials, choosing merely those which are useful, rejecting the rest as undesirable because they want the short-cuts to learning successfully, the students learn naturally with all the senses active and eager, receiving the perpetual stream of ideas which comes from the heart of the teacher, pooling the facts and knowledge by such scattering of mental as well as physical energy through surprises with their ever alert attention. Still, now, there are hesitations among the educational thinkers to revise the curriculum based on the latest innovations like social media. This should be waived up and studies should be done on the implementation of such methods of teaching and learning to develop the present-day curriculum, which may also improve the overall organizational performance of the teacher communities. Hence, the investigators opines that the present study may yield various recommendations to different personalities involved in the teaching-learning process to adopt the novel teaching strategies with the help of social media support to perform well in their teaching profession. Hence, the problem of the study is stated as under:

Title of the Study

"Relationship between Social Media Support and Organizational Performance of High School Science Teachers".

Definition of the key terms

Social media support-By this; the investigators refers to the usage of social media applications for the teaching-learning process. Here, it is the score obtained by the high school science teachers on the social media support questionnaire prepared and validated by the investigators.

High school science teachers-

By this, the investigators refers to the teachers handling classes IX and X for the subject - science.

Organizational Performance-By this, organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). Here, it is the score obtained by the high school science teachers on the Organizational Performance Questionnaire prepared and validated by the investigators.

Objectives

1. To find the level of social media support of high school science teachers.
2. To find the level of organizational performance of high school science teachers.
3. To find out the significant difference in the social media support of high school science teachers in terms of background variables - gender, type of school, locality of residence, educational qualification and years of experience.
4. To find out the significant difference in the organizational performance of high school science teachers in terms of background variables such as gender, type of school, locality of residence, educational qualification and years of experience.
5. To find out the significant correlation between the social media support of high school science teachers and their organizational performance.

Null hypotheses

1. There is no significant difference in the social media support of high school science teachers in terms of background variables.
2. There is no significant difference in the organizational performance of high school science teachers in terms of background variables.
3. There is no significant correlation between the social media support of

high school science teachers and their organizational performance.

Method and Procedure:

The investigators used the survey method of research. Using self-constructed questionnaires for measuring social media support and organizational performance, the data were collected from 146 high school science teachers using a simple random sampling technique. Mean, Standard Deviation, 't' test, F test and Pearson's Product Moment Correlation were used to analyze the data.

Analysis and Findings

1. To find the level of social media support and organizational performance of high school science teachers.

Table - 1: Level of social media support and organizational performance of high school science teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Social Media Support	36	24.66	55	37.67	55	37.67
Organizational Performance	30	20.55	61	41.78	55	37.67

The level of social media support of high school science teachers is average (37.67%). The level of organizational performance of high school science teachers is average(41.78%).

Table -2: Difference in the social media support of high school science teachers in terms of gender, locality of residence and educational qualification

Variable		N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	34	65.03	9.30	0.14	1.96	NS
	Female	112	64.78	8.82			
Locality of Residence	Rural	115	65.23	8.69	0.96	1.96	NS
	Urban	31	63.39	9.66			
Educational Qualifications	UG	25	63.20	9.72	0.94	1.96	NS
	PG	121	65.17	8.73			

From the above table it shows that the background variables such as gender, locality of residence and educational qualification of high school science teachers do not differ significantly in their social media support.

Table-3: Difference in the organizational performance of high school science teachers in terms of gender, locality of residence and educational qualification

Variable		N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	34	67.03	18.39	3.75	1.96	S
	Female	112	73.12	21.68			
Locality of Residenc	Rural	115	68.73	18.53	1.18	1.96	NS
	Urban	31	64.29	18.53			
Educational Qualifications	UG	25	61.20	16.60	2.13	1.96	S
	PG	121	69.15	18.71			

From the above table, it is interferes that the background variables such as gender and educational qualification of high school science teachers differ significantly in their organizational performance and there is no significant difference between the rural and urban high school science teachers in their organizational performance.

Table–4 : Difference in the social media support of high school science teachers in terms of the type of school and years of experience

Variables		Mean	SSb	SSw	df	Calculated 'F' Value	Table Value	Remark
Type of School	Govt.	64.17	90.05	11412.01	2,143	0.56	3.06	NS
	Aided	65.83						
	Private	64.90						
Years of Experience	Below 10	65.32	305.03	11197.02	2,143	1.95	3.06	NS
	10-20	65.87						
	Above 20	61.00						

From the above table it shows that there is no significant difference in the social media support of high school science teachers in terms of the type of school and year of experience

Table-5:Difference in the organizational performance of high school science teachers in terms of the type of school and years of experience

Variables		Mean	SSb	SSw	df	Calculated 't' Value	Table Value	Remark
Type of School	Govt	66.45	775.12	49145.30	2,143	1.13	3.06	NS
	Aided	70.63						
	Private	63.40						
Years of Experience	Below10	69.65	2044.06	47876.36	2,143	3.05	3.06	NS
	10-20	61.78						
	above 20	65.33						

From the above table, it shows that the teachers working in government schools, aided schools and private schools do not differ significantly in their organizational performance. The teachers having below 10, 10-20 and above 20 years of experience do not differ significantly in their organizational performance.

Table-6 : Correlation between the social media support of high school science teachers and their organizational performance

Variables	N	Calculated 't' Value	Table Value	Remark
Social Media support vs Organizational Performance	146	0.361	0.163	S

The social media support of high school science teachers are significantly correlated with their organizational performance

Conclusion

From the findings of the present investigation, the authors concluded that the high school science teachers classified in terms of their gender, type of school, locality of residence, educational qualification and years of experience are found to be equal in their social media support. Moreover, the aided school science teachers belonging to rural areas with PG qualifications are found to have better social media support. In the case of the organizational performance of the chosen sample, the female teachers are found to be better in organizational performance. The female teachers use social media applications in the right manner, though they are busy in many activities. As they administer their household activities properly, that to reflect in their workplaces too. The reason behind these findings may be the professional motivations offered by the respective managements to adopt the social media usage for the betterment of students as the future pillars of the nation, and the ultimate organizational performance. This is confirmed in the present study through the correlation analysis, which revealed that social media support is significantly correlated with the organizational performance of the high school science teachers.

References

1. Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication, 13*(1), 11. Retrieved October 9, 2008, from http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html
2. Ellison, N. B. & Boyd, D. (2013). *Sociality through SNS.* In Dutton, W.H. (Ed.), The Oxford Handbook of Internet Studies, Oxford: Oxford University Press, pp. 151-172.
3. Gemnafle, M., Waimuri, S. P., & Batlolona, J. P. Organizational climate of the school and teacher performance improvement in the 21st century.

International Journal of Science and Research (IJSR), 7(2), 119-126.

4. Markos, S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management, 5*(12), 89-96.
5. Puteh, M., et al. (2014). An analysis of comfortable teaching and learning environment: Community response to climate change in school. *Procedia - Social and Behavioral Sciences, 116*, 285-290.
6. Rather, A. R. (2014). *Essentials of Instructional Technology*. Discovery publishing house.

A STUDY OF SOCIAL PERCEPTION OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ACHIEVEMENT

***Maria Prema.J**

***** *Assistant Professor of Education, St. Ignatius College of Education, Palayamkottai*

ABSTRACT

Social perception refers to the processes through which we use available information to form impressions of other people, to assess what they like. The perception of any similar issue or event that has either a social origin or implication constitutes social perception. The objective of this study is to find out the level of social perception. This study adopted percentage analysis, t-test, and F-test for analysis. The sample of this study is higher secondary students of Thoothukudi and Ramanathapuram districts. The sample consists of 710 higher secondary students. This study revealed that there is a significant difference between higher secondary students in their social perception with reference to age and medium of instruction.

Keywords: Social perception, Achievement, Higher secondary students

Introduction

The term social perception has come to include three major types of perceptual phenomena or activities. Firstly, it refers to the perception of people or other persons; secondly, it also includes processes of distortion which are assumed to result from socially determined factors like values, needs, norms, attitudes, etc. Finally, there have also been studied which could tell us more about cognitive phenomena and the linkage and relations among different types of cognitive processes like inference, judgment, categorization, etc.

The perceptual process involves becoming aware of stimuli and also the interpretations of the same. It has been shown that at both these stages, individual and cultural variations play a determining role thus highlighting the role of 'motivation' and inventions in shaping the processes of perception. Many of the social factors are motivational factors, are acquired and can find satisfaction only in a social context.

School students must be exposed to social events and also they must be encouraged to think about the happenings in society. For an example; if any issue happens in the society, the students should think and find out the solution for the questions such as what? How? When? Where? Why? When the students find this kind of solution, the perception of the students towards the issue is very important. Because based on this way of perception only, the students can find the proper solution. Here the solution for the problem lies in the perception of the students. If the students have the right social perception, they will be a good achiever. So the academic achievement of the students needs the right social perception.

Definition of Key Terms

Social Perception

"Perception is the process of obtaining knowledge of external objects and events by means of senses" - Stagner (p: 238).

The process through which we attempt to know and understand the persons around us is known as social perception. By social perception, the investigator means that how the individual perceives society.

Higher Secondary Students

By higher secondary students, the investigator means that the students who have passed their tenth standard examination and undergoing regular courses in the 11^{th} and 12^{th} standard.

Academic Achievement

In this study, academic achievement refers to the marks taken by the higher secondary students in the examination.

Significance

Perception is a highly individualized psychological process that helps an organism in organizing and

interpreting the complex patterns of sensory stimulation for giving them the necessary meaning to initiate his behavioral response.

The academic achievement of higher secondary students will be normally high because they have attended the 10th public examination. Even though most of the students have a high level of academic achievement, some students are at low level in their academic achievement. And also the academic achievement is fulfilled by social perception. Once the students have imbibed social perception, then their academic achievement will be much more praiseworthy. Because of the above-mentioned facts, the investigator is strongly convinced that a study of the social perception of higher secondary students in relation to their academic achievement is meaningful.

Objectives

1. To find out the level of social perception of higher secondary students with reference to background variables such as sex, age, community, type of family, the residence of students, locality of the school, type of Institution, the medium of instruction and revenue district.
2. To find out the significant difference in social perception between higher secondary students with reference to age, sex, type of family, the medium of instruction, residence, and locality of the institution.
3. To find out the significant association between qualification and income of parents and social perception of higher secondary students.

Hypotheses

1. The level of social perception and its dimensions of higher secondary students with reference to background variables is average.
2. There is no significant difference in the social perception of higher secondary students with reference to age, sex, type of family, the medium of instruction, residence, and locality of the institution.
3. There is no significant association between qualification and income of parents and the social perception of higher secondary students.

Literature Reviewed

Jo Wyard, (2018) has conducted a study on “Death, Emotion and Perception: Examining the Relationship Between Death Awareness and Emotional Intelligence on Social Perception” The present research collected data from two hundred and eighty-seven participants, aged between 17 years and 88 years of age, were randomly assigned to a traditional mortality salience condition, a death reflection condition, or to a control condition. The study examined whether the mortality salience manipulation or the death reflection manipulation moderated the relationship between participant's emotional intelligence and their cognitive and affective reactions to an incest story. The results showed that the mortality salience manipulation produced a reliable change in emotional experience. Findings also support previous research that posits contemplating death in a specific and individuated way (via death reflection), rather than in a non-specific and abstract way (via mortality salience), can stimulate cognitive processing that facilitates open, authentic, and intrinsic strivings for personal meaning, which can lead to increased positive social perception.

Jehitha Begum, S. (2008) has conducted a study on "The Perception of Block Resource Teachers on Teaching of English by the Primary Teachers of Dindugal, Pudukkotai, Karur and Thanjavur Districts".

This study analyses the perception of BRT’s towards the teaching of English at the elementary level. The BRT’s expressed their opinion on the various dimensions of English teaching at the elementary level. The aim of conducting this study is to improve the existing situation in government schools. The objectives are (i) to develop a tool to assess the competence of the primary teachers in teaching English

to the students, (ii) to assess the competence of the primary teachers in teaching English to the students, (iii) to know the perception of the Block Resource Teachers on teaching English by the primary teachers at the elementary level. The investigator has used the survey method to collect the data. The sample consists of 47 Block Resource Teachers (English) of the four Districts. An opinionnaire tool was prepared by the teacher educator. The investigator found that the poor achievement of the students is due to the multi-grade teaching in the schools. Moreover, the students who are studying in Government schools are socially, culturally and financially deprived students.

The method adopted in the Present Study

The investigator has used the survey method for the present study.

Tool Used

Questionnaire for Social Perception of Higher Secondary Students prepared and validated by the investigator.

Population for the Study

The population of the study consists of the students studying in XI and XII standard higher secondary schools located in Thoothukudi and Ramanathapuram Revenue Districts.

Sample for the Study

For the present study, the investigator has randomly selected 710 students who are studying in class XI and XII in the higher secondary schools of Thoothukudi and Ramanathapuram Revenue Districts.

Statistics Used

The statistical techniques used in this study are given below.

1. Percentage Analysis
2. 't' test
3. Chi-square Analysis

Table – 1: The level of social perception in total of higher secondary students with reference to background variables

Variables	Categories	Low		Average		High	
		Count	%	Count	%	Count	%
District	Thoothukudi	85	17.2	325	65.8	84	17.0
	Ramanatha-puram	30	13.9	163	75.5	23	10.6
Age	Upto 16	80	18.5	298	68.8	55	12.7
	17 and above	35	12.6	190	68.6	52	18.8
Sex	Male	73	17.5	286	68.6	58	13.9
	Female	42	14.3	202	68.9	49	16.7
Type of Family	Joint	40	17.9	154	68.8	30	13.4
	Nuclear	75	15.4	334	68.7	77	15.8
Residence	Home	90	17.1	356	67.7	80	15.2
	Hostel	25	13.6	132	71.7	27	14.7
Locality of Institution	Rural	89	15.7	388	68.4	90	15.9
	Urban	26	18.2	100	69.9	17	11.9
Medium of Instruction	Tamil	81	15.2	363	68.1	89	16.7
	English	34	19.2	125	70.6	18	10.2
Community	OC	2	6.3	23	71.9	7	21.9
	BC,MBC	84	16.9	339	68.3	73	14.7
	SC,ST	29	15.9	126	69.2	27	14.8
Types of Institution	Govt.	50	12.4	279	69.1	75	18.6
	Aided	38	21.2	124	69.3	17	9.5
	Matriculation	27	21.3	85	66.9	15	11.8

(Table value at 5% level :1.96)NS- Not significant(Hypothesis is Accepted)
S- Significant(Hypothesis is not Accepted)

Table-3: Association between qualification and income of parents and social perception in total of higher secondary students

Background Variables	Categories	Low	Average	High	df	Calculated χ^2value	R
Qualification of Parents	Illiterate	26	155	30	4	5.86	NS
	School level	75	284	70			
	Higher Education	14	49	7			
Income of the family	Upto 10,000	76	362	85	4	7.29	NS
	10,001-20,000	34	117	21			
	20,001 & above	5	9	1			

(Table value at 5% level :9.48) NS-Not Significant(Hypothesis is Accepted)

Findings

1. The level of social perception of higher secondary students with reference to the district, age, sex, type of family, the residence of students, locality of the institution, medium of instruction,

community, and type of institution is average.

2. There is no significant difference in social perception between higher secondary students with reference to the district, sex, type of family, residence, and locality of the institution.

3. There is a significant difference in social perception between higher secondary students with reference to age and medium of instruction.

4. There is no significant association between the qualification of parents and the social perception of higher secondary students.

5. There is no significant association between the income of parents and the social perception of higher secondary students.

Interpretation

Age

A significant difference exists between higher secondary students in social perception with reference to their age.

The mean scores of higher secondary students belonging to the age group 17 and above are high. The students belonging to this age group belong to final year students (+2 classes). Hence they are forced to choose their future career. They have to fulfill the expectation of the parents, teachers, and society. They are aware of the expectation of society. Hence, they need to have high social perception. This may be the reason for the students belonging to age group 17 and above have high mean scores in social perception.

The medium of Instruction:

A significant difference exists between higher secondary students in social perception with reference to the medium of instruction.

When the students learn through their mother tongue, Tamil, they are able to understand the concepts better and the retention also better. They are able to express ideas and information clearly and thoroughly. They are able to understand what actually happened around them. this may be the reason for the high mean score of higher secondary students studying in Tamil medium sections in the social perception.

This finding draws from the recent public examination results. The recent results of the Government public examination proved that the Tamil medium students achieve far more than the English medium students and they are given scholarships for higher studies by the Government and receives so many rewards from different groups of people both Governmental and non-Governmental agencies. By perceiving these facts they are highly motivated and achieve more and more. The above-mentioned factor may cause a difference between higher secondary students in social perception with reference to the medium of instruction.

Recommendations

1. Children could be encouraged by the parents to get participate in social gatherings such as rally,
2. Independence Day celebration, social works, etc.,.
3. Students could be given a lot of opportunities to think over social issues such as child abuse, street children, sexual harassment, unemployment, etc.
4. School management can organize many intensive programs related to success, challenges, and failure of society to provide awareness among school students.
5. School campuses can acts as a miniature of the society in the way of news reading, religious reading, displaying current information on the notice board, conducting programs, celebrating festivals, etc.

Conclusion

The main aim of education is to develop all the round personality of the child to grow as useful citizens of any society. If a person is socially productive then he will be useful members of society.

If anyone to be socially productive and useful there is a need for a right perception of society, thereby fulfills the above-

mentioned aim of education. From the study, the investigator has realized and proved that the social perception which has been explained above is very much needed for the students to achieve better.

References

1. Charles, W., & Odell. (1939). *The secondary school*. The Gassard Press.
2. Elloit, A. J., & Harackiewicz. (1996). *Journal of Personality and Social Psychology*. *70*, 461-475.
3. Jehitha Begum, S. (2008) has conducted a study on "*The perception of block resource teachers on teaching of english by the primary teachers of Dindugal, Pudukkottai, Karur and Thanjavur districts".*
4. Jewell, L. N. (1989). *Psychology and effective behavior*. New Delhi : West Publishing Company.
5. John, W., & Santrock, (2006). *Adolescence.* New Delhi: Tata Mc grow hill publishing company limited.
6. Jo Wyard, (2018) has conducted a study on *"Death, emotion and perception: examining the relationship between death awareness and emotional intelligence on social perception*"
7. Lehto, A. T. (1997). *Journal of Personality and Social Psychology, 73*, 1284-1295.
8. Satya Prakash, (2005). *Journal of All India Association for Educational Research. 17*, (1-2), 82-83.
9. Suresh, B., & Anamika Sadena, (2005). *Advanced educational psychology*. Meerat : Lall book depot.
10. Susanne, (2006). *Indian Educational Abstracts, 6*(1).
11. Tripathi, K. N., & Mishra, U. (2001). *Indian Educational Review, 37*(2), 76-85

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002

Inigo Edu Research is pleased to publish the experts of our college for consultancy services. Those institutions in need of the consultancy services can contact the concerned persons furnished below.

Sl.No	Name and Designation	Area of expertise
1	Rev. Dr. A. Nirmala Devi Principal Assistant Professor of Education 9443450651 nimmy.devi@gmail.com	Sociological Perspectives of Education Guidance and Counselling Value Education
2	Dr. M. Maria Saroja Research Director, Associate Professor of Biological Science & Former Controller of Examinations 9488662905 shaanmaria@gmail.com	Guidance and Counselling Biological Science Education
3	Dr. E. C. Punitha Dean & IQAC Coordinator Associate Professor of English 9443583079 elcpunitha@gmail.com	English Language Education
4	Dr. A. Faritha Begam Controller of Examinations 9443156228 faridharahman@gmail.com	Educational Management Guidance and counseling Curriculum Planning & Evaluation
5	Rev. Dr. L. Vasanthi Medona Assistant Professor of Mathematics 9442075912 vasanthimedona@gmail.com	Mathematics Education Educational Statistics Educational Administration Special Education
6	Dr. N. Theresita Shanthi Assistant Professor of Physical Science 9486225033 navisk506@gmail.com	Physical Science Education Advanced Educational Psychology Special Education
7	Dr. R. Indira Mary Ezhilselvi Assistant Professor of Psychology 9442394778 indraezhilselvi@yahoo.com	Educational Psychology

INIGO EDU RESEARCH

A peer reviewed and refereed bi-annual journal

Published by
St. Ignatius College of Education (Autonomous) Palayamkottai
Reaccredited by NAAC with "A" Grade
Affiliated to Tamil Nadu Teachers Education University, Chennai

Tel: 0462 – 2560559
email:shaanmaria@gmail.com web: www.ignatiuscollegeofeducation.com

SUBSCRIPTION FORM

Annual Subscription for Individual Rs.200/-Life Rs2000/-

Annual Subscription for Institution Rs.300/-Life Rs.3000/-

I /We would like to subscribe for the **INIGO EDU RESEARCH** of St. Ignatius College of Education (Autonomous), Palayamkottai

My / Our details are given below

Name :

(Individual / organization)

Designation :

Address: Office :

Address Residential :

Mobile No :

Email ID :

I am / we are enclosing a DD for Rs …….. (Rupees ……

……..only) in favor of St .Ignatius College of Education, (Autonomous), Palayamkottai, payable at……

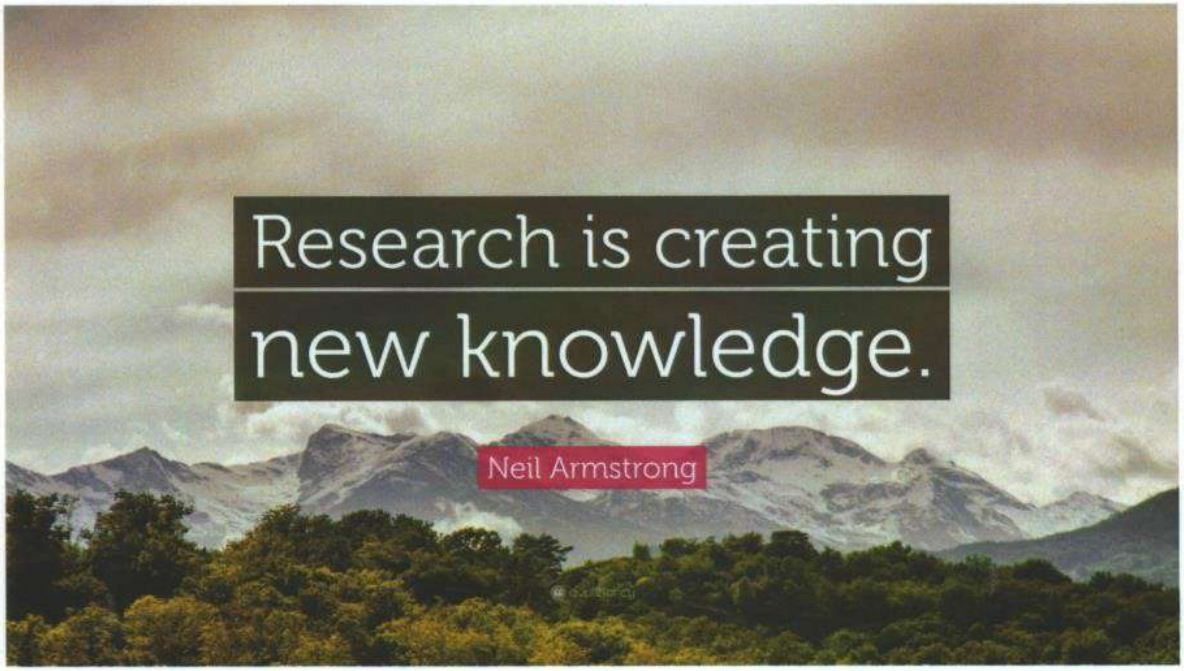
DD No……..Date ……..

Name of the Bank……Branch ……

Please fill in the subscription form and mail to:

The Chief Editor, St. Ignatius College of Education, (Autonomous), Palayamkottai,

INIGO EDU RESEARCH



St. Ignatius College of Education (Autonomous)
Re-accredited with 'A' Grade by NAAC
Palayamkottai, Tirunelveli - 627 002, India.
Office : 0462 - 2560558, Cell : +91 94886 62905
www.ignatiuscollegeofeducation.com