



ISSN 0973-6190

JOURNAL OF **E**DUATIONAL **R**ESEARCH AND **E**XTENSION

Vol. 58 (4), October to December 2021

Peer Reviewed Quarterly Journal



SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION
(AUTONOMOUS)
COIMBATORE - 641 020.

EDITORIAL BOARD

Swami Garishthananda

Secretary,
Ramakrishna Mission Vidyalaya & College of Education

Dr. N. Muthaiah

Dean, Faculty of Disability Management and Special Education,
Ramakrishna Mission Vivekananda Educational and Research Institute,
Coimbatore Campus

Dr. P.E. Thomas

Syndicate Member, Bharathiar University
Professor and Head, Department of Communication & Media Studies
Bharathiar University, Coimbatore.

Dr. R. Gnanadevan

Dean, Faculty of Education,
Department of Education, Annamalai University, Annamalai Nagar.

Dr. S. Mani

Professor & Head,
Department of Educational Planning and Administration,
Tamil Nadu Teachers Education University, Chennai

Dr. C. Janakavalli

Principal (Retd),
Sri Sarada College of Education (Autonomous), Salem

Dr. S. Swaminathan

Associate Editor / Librarian,
Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),
Coimbatore.

Dr. M. Jagadesh

Associate Editor / Assistant Professor in Education,
Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),
Coimbatore.

Dr. G. Subramonian

Chief Editor / Principal,
Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous),
Coimbatore.

ISSN 0973-6190

VOL. 58 (4)
OCTOBER - DECEMBER 2021

Peer Reviewed Quarterly Journal

|||||

**JOURNAL OF
EDUCATIONAL
RESEARCH AND
EXTENSION**

|||||



SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (AUTONOMOUS)
Coimbatore - 641 020

Published by :

**Sri Ramakrishna Mission Vidyalaya College of Education
(Autonomous), Coimbatore - 641 020**

Phone No.: (+91) 80125 33915, Website: www.srkvcoe.org

E-mail: srkvcoejere@gmail.com

Printed at :

Ramakrishna Mission Vidyalaya Printing Press

CONTENTS

STUDY INVOLVEMENT OF HIGH SCHOOL STUDENTS	1
Dr. V. SHEEJA VAYOLA Assistant Professor Stella Matutina College of Education Ashok Nagar, Chennai Tamil Nadu – 600 083	Dr. K. MANGAI Assistant Professor of Education Stella Matutina College of Education Ashok Nagar, Chennai Tamil Nadu – 600 083
A CROSS SECTIONAL STUDY ON SOCIAL INTELLIGENCE OF PROSPECTIVE TEACHERS	10
Ms. K. ANITHA Assistant Professor of Physical Science Don Bosco College of Education and Research Institute Dharmapuri, Tamil Nadu - 636 809	
EFFECTIVE METHODS TO INCULCATE VALUES OF TEACHING COMMERCE EDUCATION	17
Dr. S. VIDHYA Assistant Professor Avinashilingam Institute for Home Science and Higher Education for Women Varapalayam, Coimbatore, Tamil Nadu - 641 043	
AWARENESS OF VIRTUAL REALITY IN EDUCATION AMONG PROSPECTIVE TEACHERS IN PRESENT SCENARIO	22
Dr. D.R. ROBERT JOAN Assistant Professor of Mathematics Education Christian College of Education Marthandam, Tamil Nadu - 629 165	
EXPLORING THE RELATIONSHIP BETWEEN LEARNING STYLES AND ACADEMIC PERFORMANCE AMONG ENGLISH AS A SECOND LANGUAGE (ESL) LEARNERS	29
Dr. K. KARTHIGEYAN Assistant Professor in Education Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) Coimbatore, Tamil Nadu - 641 020	

STUDY INVOLVEMENT OF HIGH SCHOOL STUDENTS

1**Dr. V. SHEEJA VAYOLA**

Assistant Professor
Stella Matutina College of
Education, Ashok Nagar
Chennai, Tamil Nadu – 600 083

Dr. K. MANGAI

Assistant Professor of Education
Stella Matutina College of
Education, Ashok Nagar
Chennai, Tamil Nadu – 600 083

INTRODUCTION

Involvement in learning, the study group on the conditions of excellence in higher education suggested that an excellent learning environment is characterised by at least three conditions student involvement, high expectation, assessment and feedback.

Quite simply, 'student involvement' refers to the amount of physical and psychological energy that students devote to academic experience. Thus a highly involved student is one who for example, devotes considerable energy for studying, spends a lot of time on campus, participates in student organization and takes interest in extracurricular activities and talks frequently with members and other students. An uninvolved student may neglect studies, spend little time on campus, abstain from extracurricular activities and have little contact with faculty members or the other students;

there are of course many other possible forms of involvement.

CONCEPT OF STUDY INVOLVEMENT

Study involvement implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. Study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order and develops positive attitudes towards learning and facilitates creative productivity.

The preparation of study materials and other physical aspects of instruction like the classroom, the comfortable seat of the individual are also some of the important factors of study involvement.

The teacher's role is also vital because it is he/she who kindles the interest of the students in the study material with a greater study involvement. A student is able to assimilate what he/she has learnt only through the learning experience he gained with high study involvement. This helps the student solve a problem situation in life, in future which is the ultimate purpose of learning.

Some other factors like environment of the teacher and classmates, mood of the individual mental and physical health of the individual interest in the study material etc. decide the study involvement.

STEPS FOR INCULCATING STUDY INVOLVEMENT

Involvement seems to be a more useful construct for educational practitioners. Study involvement means how the students put themselves in the different activities concerning their study.

Some of the steps are inculcating study involvement are:

- Take responsibility for yourself.
- Centre yourself around your values and principles.
- Put first things first.
- Discover your key productivity periods and places.
- Consider yourself in a win-win situation.
- First understand others, then attempt to be understood.

- Look for better solutions to problems.
- Look to continually challenge yourself.

NEED AND IMPORTANCE OF THE STUDY

All of us are aware that a sound and effective system of education results in the enfoldment of the learners' potentialities, enhancement of their competencies and transformation of their interests, attitudes and values. Realizing this today, the world talks about universalization of education with the explicit aim of providing 'quality education for all'. When we look at various levels of education at present, almost all the sections of the society require quality education.

The environment of education is ever changing. Because of this fact, the role of the students has become increasingly more important. With the recent increase in workload and responsibilities, students have found that their importance in a studying environment has also increased. Students must learn more about the complexity of the different areas of study. One area of study that has increased in importance over the years in the study involvement among students in their studies. In order to understand the importance of study involvement in students, we must first define exactly what study involvement is and what it covers. Study involvement refers to attitudes and behaviour of the students in an education setting. The present study

tries to examine different kinds of ability of the students in different subjects. Study involvement helps students in many ways. It plays a role in all facets of education and its development.

Students can face particular difficulties when attempting to participate in their education. Some students, especially those with low-scores in subjects, face more problems in education. If they take time for overcoming their problem, it may help them to attain their goals. In addition, retention students who are not well nourished themselves may find it difficult to complete their homework. Helping to improve their basic skills has a direct and measurable impact on their education and on the quality of their lives. Furthermore, students who need and participate in literacy educational activities improve their grades, test scores, and reading skills. They are also less likely to drop out of school.

OBJECTIVES

- To examine the difference in the study involvement of High School students owing to the difference in Gender, Medium of Instruction, Family Type, Region, Types of Schools and Family Income.

HYPOTHESIS

- There is no significant difference in the study involvement of High School

students owing to the differences in Gender, Medium of Instruction, Family Type, Region, Types of School and Family Income.

DESIGN OF THE STUDY

The present study has been designed as a descriptive survey study.

TOOLS USED FOR THE STUDY

The following tools were used to collect data for the present study.

- Study Involvement Inventory (SII) prepared and standardized by Dr. (Mrs.) Asha Bhatnagar.
- Personal data sheet prepared by the investigator.

SELECTION OF THE SAMPLE

The sample for the study has been selected by using random sampling technique the size of the sample has been decided as 300. (150 boys and 150 girls studying in IX standard)

ANALYSIS OF DATA

After the data was collected and classified, it was subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator. The following methods of analysis were used:

- Descriptive analysis using mean and standard deviation.
- One way analysis of Variance
- Kruskal Walli test

Table 1: Category Wise Mean and Standard Deviation of Study Involvement

Variable	Category	N	Mean	SD
Gender	Boys	150	58.38	4.87
	Girls	150	56.71	6.13
Medium of Instruction	English	149	57.20	6.15
	Tamil	151	57.88	4.97
Region	Urban	150	57.23	5.04
	Rural	150	57.85	6.09
Family Type	Joint	64	57.77	5.35
	Nuclear	236	57.48	5.66
Type of Schools	Government	100	58.02	4.95
	Government Aided	100	59.28	3.91
	Private	100	55.33	6.81
Family Income	Below 5000	155	58.24	4.65
	5001 - 20000	117	57.04	5.56
	20001 - 50000	24	54.29	8.87
	Above 50000	4	64.75	3.59

HYPOTHESES TESTING**Hypothesis 1:**

There is no significant difference in Study Involvement of High School Students owing to the differences in Gender.

Table 2: Table showing the difference in Study Involvement of High School Students owing to Gender

Variable	Gender	N	Mean Rank	Z	Significant level
Study Involvement	Boys	150	162.33	2.369	0.018
	Girls	150	137.67		
	Total	300			

From the above Table 2, the there is significant difference in Study Involvement with respect to Gender significant value 0.018 is less than 0.05 which is significant at 5% level. So the null hypothesis is not accepted. Hence favouring boys.

Hypothesis 2:

There is no significant difference in Study Involvement of High School students owing to the differences in Medium of Instruction.

Table 3: Table showing the difference in Study Involvement of High School Students owing to Medium of Instruction

Variable	Medium of Instruction	N	Mean Rank	Z	Significant level
Study Involvement	English	149	145.60	.786	0.432
	Tamil	151	154.40		
	Total	300			

From the above Table 3, the significant value 0.432 is greater than 0.05 which is not significant at 5% level. So the null hypothesis is accepted. Hence there is no significant difference in Study Involvement with respect to Medium of Instruction.

Hypothesis 3:

There is no significant difference in Study Involvement of High School students owing to the differences in Region.

Table 4: Table showing the difference in Study Involvement of High School Students owing to Region

Variable	Region	N	Mean Rank	Z	Significant level
Study Involvement	Urban	150	139.54	1.995	0.041
	Rural	150	160.46		
	Total	300			

From the above Table 4, the significant value 0.041 is less than 0.05 which is significant at 5% level. So the null hypothesis is not accepted. Hence there is significant difference in Study Involvement with respect to Region favouring rural students.

Hypothesis 4:

There is no significant difference in Study Involvement of High School students owing to the differences in Family Type.

Table 5: Table showing the difference in Study Involvement of High School Students owing to Family Type

Variable	Family Type	N	Mean Rank	Z	Significant level
Study Involvement	Joint	64	149.29	.187	0.852
	Nuclear	236	150.71		
	Total	300			

From the above Table 5, the significant value 0.852 is greater than 0.05 which is not significant at 5% level. So the null hypothesis is accepted. Hence there is no significant difference in Study Involvement with respect to Family Type.

Hypothesis 5:

There is no significant difference in Study Involvement of High School students owing to the differences in Type of School.

Table 6: One-Way ANOVA Showing the difference in Study Involvement of High School Students with respect to the difference in Type of School

Variable	Type of School	Sum of Squares	df	Mean Square	F-ratio	Significant level
Study Involvement	Between Groups	814.207	2	407.103	14.161	0.000
	Within Groups	8538.230	297	28.748		
	Total	9352.437	299			

From the above Table 6, the significant value 0.000 is less than 0.01 which is significant at 1% level. So the null hypothesis is not accepted. Hence there is significant difference in Study Involvement with respect to Type of School favouring Government Aided.

Hypothesis 6:

There is no significant difference in Study Involvement of High School students owing to the differences in Family Income.

Table 7: Table showing the difference in Study Involvement of High School Students owing to Family Income

Variable	Family Income in Rupees	N	Mean Rank	Chi-Square	Significant level
Study Involvement	Below 5,000	155	158.84	13.728	0.003
	5,001 - 20,000	117	142.77		
	20,001 - 50,000	24	114.85		
	Above 50,000	4	267.13		
	Total	300			

From the above Table 7, the significant value 0.003 is less than 0.01 which is significant at 1% level. So the null hypothesis is not accepted. Hence

there is significant difference in Study Involvement with respect to Family Income favouring High income above 50,000 salary group.

MAJOR FINDINGS OF THE STUDY

The following are the major findings of the present study

- There is significant difference in Study Involvement with respect to Gender and Region.
- There is no significant difference in Study Involvement with respect to Medium of Instruction and Family Type.
- There is significant difference in Study Involvement with respect to Type of School favouring Government Aided.
- There is significant difference in Study Involvement with respect to Family Income favouring above Rs.50,000 income group.

EDUCATIONAL IMPLICATIONS

Involved teaching will help both 'smart' and 'at risk' students significantly. Good students will have a lot of opportunity to develop their competitive skills, tutorial, remedial programs among others will improve learning abilities of students-at-risk of failure at examinations.

Since most of the learning will be based on 'do it yourself' methods, self confidence level of students will improve. This is the greatest advantage of involved learning. It can significantly contribute to value education. Most of the learning process of 'group' based; the team work skills will improve. Good institutions set challenges for both students and teachers – a sort of competitive spirit for

self-improvement. Students will become globally competitive and successful. This will also bring national and international performance related recognition for students and teachers.

Positive Teacher-students relationship can produce a synergetic effect motivating the stakeholders' to participate in institution building. Reputed institutions have the potential to attract Alumni, parents and even industry with partnership offers in the institutional activities. Even national and international funding agencies would be happy to be associated with reputed institutions. The stakeholders support can take the Career Guidance and Placement activities in the institution to be highly successful. The students who pass out will carry with them the memories of the quality of life they had in the campus and will become the brand ambassadors to spread the message to future generations and the far corners.

Almost all reputed higher education institutions in the world follow 'involved learning' methods. They offer open access to all learning resource centers to their students. The labs and libraries are open during the night and holidays as well for interested students. The private universities abroad are not funded by the state, but are supported by stakeholders, including industry. Apart from students' fees, research and consultancy are their major sources of funds. These organizations are run professionally, almost like the corporate sector. Their focus is on the on-campus placement.

This can happen only if the students are competent. The DIY learning method help the students build global competencies. These universities get globally ranked for their quality, including research and publications. Our students to not learn 'self-reliance' in learning due to the predominance of lecture methods and the annual evaluation system.

CONCLUSION

The purpose of the present investigation was to study on Study Involvement of high school students with reference to some selected variables. This may enrich the educators in the field of education and the findings of this study may serve as a database in future research.

REFERENCES

- Anderson, L. W. (1974). Student involvement in learning and school achievement. Retrieved from <https://files.eric.ed.gov/fulltext/ED090456.pdf>
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.
- Carter, V. Good. (1959). *Dictionary of Education*. New York: McGraw Hill.
- Crow, R.B., & Crow, A. (1964). *Educational Psychology*. New Delhi: Eurasia.
- Gay, L. R. (1976). *Educational Research Competencies for Analysis and Publications*. New York: Charles E. Merriam.
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75(5), 1491-1509.
- Houtee Van., & Peter Stevens. (2009). Study involvement of academic and vocational students. *Journal of Educational Research*, 82(4), 220.
- Magdalene Sheba. (2013). Study involvement in relation to academic achievement of high school students. Unpublished thesis, Tamilnadu Teachers Education University, Chennai.
- Ramasamy, K.R., & Rita Goretta Lourdes. (2012). Study involvement of retained adolescent students studying in Namakkal district of Tamilnadu state. *Research and Reflections on Education*, 10(1), 19 – 24.
- Sharma, S. (2000). Visually disabled and sighted students in relation to their frustration and study involvement. *Journal of Disabilities and Impairments*, 12, 34-41.
- Singaravelu, G., Vanaja, M., & Alma Juliet Pamela. (2011). *Education in the Emerging Indian Society*. New Delhi: Neelkamal.

- Singh, A.K. (1997). *Test Measurements and Research Methods in Behavioral Sciences*. Patna: Bharathi Bhavan.
- Thakur, Surinder Singh. (2012). Study involvement among girl students. *International Indexed & Referred Research Journal*, 4 (38), 5-12.
- Verma, B.P., & Kumar, R. (1996). Study involvement and learning styles of women students as related to residential background academic stream and types of institution. *Indian Educational Review*, 31(2), 99-111.

A CROSS SECTIONAL STUDY ON SOCIAL INTELLIGENCE OF PROSPECTIVE TEACHERS

2**Ms. K. ANITHA**

Assistant Professor of Physical Science
Don Bosco College of Education and Research Institute
Dharmapuri, Tamil Nadu - 636 809

INTRODUCTION

Intelligence of an individual can be accessed by his ability to use his mental energy to handle his problems and leading a happy and well contended life. The idea of Social Intelligence goes back to Thorndike (1920). He defined the term Social Intelligence as the person's ability to understand and manage other people. He observed that interpersonal affectiveness was of vital significance for success in many fields (Kihlstrom & Cantor, 2000). However, David Wechsler (1950), who created most widely used measures of IQ, dubbed social intelligence as "general intelligence applied to social situations." During the times when Thorndike first talked about social intelligence, the new concept of IQ was still shaping the thinking on psychometrics to measure human abilities. So, the psychologists were obsessed with the concept of IQ and the research on social intelligence was diverted towards finding an analog of IQ that could measure that talent in

social life and could assess the differences in social aptitudes to be the equivalent of the differences in spatial and verbal reasoning measured by IQ. Such attempts were only to measure people's intellectual grasp of social situations (Sternberg, 2000).

Psychologists, who tried to measure social intelligence, found alarming correlations between their results and the results of IQ tests, hinting towards no real difference between cognitive and social talent (Cantor & Harlow, 1994). But, a social intelligence scale developed by David Silvera (2001) again drew the attention of psychologists who found social intelligence "as the ability to understand other people and how they will react to different social situations." It would clearly point out to the existence of pure social cognition. Finding this view too as not sufficient to distinguish social intelligence from general intelligence, Goleman (2007) observed that a complete understanding of social intelligence needs

us to include non-cognitive aptitudes, the talent, e.g., that makes a sensitive nurse calm a crying toddler with just the right affectionate touch, without thinking for a moment.”

SOCIAL INTELLIGENCE

Social intelligence is the ability to effectively navigate and negotiate complex social relationships and environments. It is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. The definition for Social Intelligence was given by Edward Thorndike (1920) is “the ability to understand and manage men and women, boys and girls, to act wisely in human relations”. It is similar to interpersonal intelligence, one of the types of intelligence identified in Howard Gardner’s theory of multiple intelligences, and closely related to theory of mind. Vernon (1933) defined social intelligence as the persons “ability to get along with people”. Marlowe (1986) suggested that individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated affective experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem solving abilities. Social Intelligence plays an important role in one’s life. The success of an individual mainly depends on this key factor. Social Intelligence reflects the inter-personal relations of an individual at work place. It includes an awareness of situations and the social dynamics that govern them. It is the knowledge of

interaction styles and strategies that can help a person achieve his or her objectives in dealing others.

STATEMENT OF THE PROBLEM

Social intelligence means the ability of an individual to react to social situations of his or her daily life. Social intelligence is possessed by those people who are able to handle people well and also have the ability to make friends easily and understand human relations. Adequate adjustment in social situations is the index of social intelligence. Social Intelligence is a combination of sensitivity to the needs and interests of others, sometimes called the social radar, an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting. It provides a highly accessible and comprehensive model for describing, assessing, and developing social intelligence at a personal level. Thus, social intelligence includes the ability to initiate, develop and maintain congruent mutually satisfying whole range of inter-personal relationships. Looking at its components, socially intelligent persons have patience, cooperativeness and confidence. They are sensitive and can recognize the social environment. Further they have tactfulness, sense of humour and a sharp memory. All these aspects of social intelligence play a major role in the life of human beings. Since prospective teachers are going to become teachers after completing their teacher education course they need to socialize with the students with various

socio economic backgrounds. Hence the present study is planned to study the level of social intelligence among prospective teachers (B.Ed student teachers).

SIGNIFICANCE OF THE STUDY

Prospective teachers who are socially intelligent will always make themselves clear through their body language and words. He or she must have the ability to explain so that their friends and classmates and even students will clearly understand about what the prospective teacher is trying to deliver. Those who are socially intelligent are comfortable with others from different backgrounds, ages, cultures and social strata and able to make them feel relaxed and comfortable around them. They acquire attitudes that encourage them to grow, create, communicate and befriend. The prospective teachers, who are socially intelligent, organize the classroom through establishing supportive and encouraging relationships with their peers, students, developing the lessons which are based on the students' strong points and abilities, creating and applying behavioral guidelines in the ways which enhance intrinsic motivation. Socially intelligent people tend to be confident. Prospective teachers are those who will become teachers in near future and they should be confident about themselves, their students too will feel confident and attracted to what teachers teach them. They have social awareness and the ability to understand and predict people's feeling and behaviour. Prospective teachers who possess these social intelligences can

build a closer relationship with their peer, and students. Based on these, the researcher proposed to study the level of social intelligence among the prospective teachers.

OBJECTIVES

- To find out the level of social intelligence among prospective teachers.
- To find out the significant difference in the level of social intelligence among prospective teachers based on the selected demographic variables namely gender, locality, subject, educational qualification, year of study and nature of family.

HYPOTHESIS

- There is no significant difference in the level of social intelligence among prospective teachers based on the selected demographic variables namely gender, locality, subject, educational qualification, year of study and nature of family.

METHODOLOGY

The study is carried out by using survey method in which the population included all the Prospective Teachers (B.Ed., student teachers) studying in teacher education institutions in Dharmapuri district and the sample included 363 B.Ed., student teachers who were selected by simple random sampling technique. In order to collect data from the sample, the researcher has constructed Social Intelligence Scale and established the standardization

norms. The validated scale (40 items) was administered among the sample and data were collected. In order to analyse the raw data, the researcher has applied

Descriptive analysis (Mean and Standard Deviation) and Differential Analysis ('t' test).

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Differences in Level of Social Intelligence among Prospective Teachers based on their Demographic Variables

Demographic Variable		No of Sample (N)	Mean	SD	t-value
Gender	Male	124	73.75	9.06	2.50 _s
	Female	239	76.34	9.91	
Locality	Rural	212	75.66	8.98	1.26 _{NS}
	Urban	151	74.38	9.96	
Subject	Arts	142	73.01	10.07	3.51 _s
	Science	221	76.65	8.94	
Educational Status	UG	207	72.30	10.66	6.42 _s
	PG	156	78.76	8.48	
Year of Study	First Year	195	74.88	9.81	0.92 _{NS}
	Second Year	168	75.81	9.35	
Nature of Family	Nuclear Family	235	71.85	10.97	6.09 _s
	Joint Family	128	78.22	8.64	
Overall		363	75.01	9.60	

S = Significant at 0.05 level

NS= Not Significant at 0.05 level

The Table 1 showed that mean score difference between the demographic groups of prospective teachers in their level of Social Intelligence. The overall mean value 75.01 stated that the level of Social Intelligence among Prospective Teachers is high.

The gender wise analysis stated that the mean value of male prospective teachers is 73.75 and female prospective teachers is 76.34. The mean score differences revealed that female

prospective teachers had higher level of social intelligence than their male counterparts. Since the calculated t-value 2.50 is greater than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is a significant difference existed in the level of social intelligence among prospective teachers based on their gender. Hence the null hypothesis based on gender is not accepted.

The locality wise analysis stated that the mean value of rural prospective

teachers is 75.66 and urban teachers is 74.38. The mean score differences revealed that rural prospective teachers had higher level of social intelligence than their urban counterparts. Since the calculated t-value 1.26 is lesser than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is no significant difference existed in the level of social intelligence among prospective teachers based on their locality. Hence the null hypothesis based on locality is accepted.

It is revealed from the analysis based on subject that the mean value of prospective teachers studying arts subjects is 73.01 and Science subjects is 76.65. The mean score differences showed that prospective teachers studying Science subject had higher level of social intelligence than prospective teachers studying Arts subject. Since the calculated t-value 3.51 is greater than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is a significant difference existed in the level of social intelligence among prospective teachers based on their subject of study. Hence the null hypothesis based on subject is not accepted.

Analysis based on educational status stated that mean value of prospective teachers having under graduation degree is 72.30 and post-graduation degree is 78.76. The mean score differences revealed that prospective teachers with post-graduation degree had higher level of social intelligence than prospective teachers with under graduation. Since

the calculated t-value 6.42 is greater than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is a significant difference existed in the level of social intelligence among prospective teachers based on their educational status. Hence the null hypothesis based on educational status is not accepted.

Analysis based on year of study stated that the mean value of prospective teachers studying in first year is 74.88 and prospective teachers studying in second year is 75.81. Since the calculated t-value 0.92 is lesser than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is no significant difference existed in the level of social intelligence among prospective teachers based on the year of study. Hence the null hypothesis based on year of study is accepted.

Analysis based on nature of family stated that the mean value of prospective teachers in nuclear family is 71.85 and prospective teachers in joint family is 78.22. The mean score differences revealed that prospective teachers in joint family had higher level of social intelligence than prospective teachers in nuclear family. Since the calculated t-value 6.09 is greater than the tabulated value 1.96 at 0.05 level of significance, it is stated that there is a significant difference existed in the level of social intelligence among prospective teachers based on their nature of family. Hence the null hypothesis based on nature of family is not accepted.

FINDINGS OF THE STUDY

The major findings of the study are as follows.

- The level of social intelligence is high among prospective teachers.
- Gender wise analysis revealed that there is a significant difference existed between male and female prospective teachers in their level of social intelligence. The mean score differences revealed that female prospective teachers had higher level of social intelligence than their male counterparts.
- Analysis based on the locality of prospective teachers stated that there is no significant difference existed between rural and urban locality prospective teachers in their level of social intelligence. But the mean score differences revealed that rural prospective teachers had higher level of social intelligence than their urban counterparts.
- Analysis based on the prospective teachers' subject of study stated that there is a significant difference existed in the level of social intelligence between prospective teachers studying arts subjects and science subjects. The mean score differences revealed that prospective teachers studying Science subject had higher level of social intelligence than prospective teachers studying Arts subject.
- It is disclosed from the analysis based on educational qualification

of prospective teachers that there is a significant difference existed in the level of social intelligence between prospective teachers studied under graduation degree and post-graduation degree. The mean score differences revealed that prospective teachers with post-graduation degree had higher level of social intelligence than prospective teachers with under graduation.

- Result from the analysis based on the prospective teachers' year of study in B.Ed course disclosed that there is no significant difference existed in the level of social intelligence between prospective teachers studying in first year and second year.
- Result from the analysis based on the prospective teachers' nature of family revealed that there is a significant difference existed in the level of social intelligence between prospective teachers in nuclear family and prospective teachers in joint family. The mean score differences revealed that prospective teachers in joint family had higher level of social intelligence than prospective teachers in nuclear family.

CONCLUSION

In this study, the investigator has analyzed social intelligence among prospective teachers (B.Ed., student teachers). The findings of the study revealed that the prospective teachers have high level of social intelligence. There is a significant difference existed

in the level of social intelligence among the prospective teachers based on their demographic variables namely gender, educational status, stream of study and nature of family. The gap can be eradicated by the student teachers, parents, faculty members and educational authorities by taking necessary measures. Educational institutions should organize various interaction programmes, symposiums, workshops, cultural activities to develop social intelligence among all the students. Since social intelligence plays a crucial role in an individual's socialization process and professional development, it paves the way for cultural intelligence,

social reform, and social activities that are intended to improve human well-being. There is still a great deal to be known about social intelligence. Increasing a person's social intelligence will provide benefits throughout his professional and personal lives. It can help promote mutual respect, active listening, and lead to successful intercultural collaboration. Working toward a strong social intelligence can lead to a richer life. It is concluded that social intelligence helped to lead a successful life in a society and it helps all the individuals to develop healthy co-existence with other people.

REFERENCES

- Agarwal, J.C. (1994). *Essential of Educational Psychology*. New Delhi: Vikas.
- Bhushan, V., & Sachdev, D. R. (1992). *An Introduction to Sociology*. Delhi: Kitab Mahal.
- Cantor, N., & Harlow, R. (1994). *Social Intelligence and Personality: Flexible Life -Task Pursuit*. In Sternberg, R.J., & Ruzgis, P. (Eds.), *Personality and Intelligence*. UK: Cambridge University Press.
- Goleman, D. (2007). *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York: Random House.
- Kihlstrom, J. F., & Cantor, N. (2000). *Social Intelligence*. In Sternberg, R.J., *Handbook of Intelligence*. (2nd ed.). Cambridge, U.K: Cambridge University Press.
- Marlowe, H.A. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology*, 78(1), 52 -58.
- Silvera, D.H. (2001). *Preliminary Validation of a Self-study Measure of Social Intelligence*. Chicago : Midwestern Psychological Association.
- Sternberg, R.J. (2000). *Handbook of Intelligence*. U.K: Cambridge University Press.
- Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.

EFFECTIVE METHODS TO INCULCATE VALUES OF TEACHING COMMERCE EDUCATION

3

Dr. S. VIDHYA

Assistant Professor

Avinashilingam Institute for Home Science and Higher Education for Women, Varapalayam, Coimbatore, Tamil Nadu - 641 043

INTRODUCTION

Value education is not a kind of separate subject that teacher has to teach just as they teach regular subjects like Tamil, English, Science, Mathematics, Social science etc. Commerce Education is introduced as a subject of study for the higher secondary courses because it has certain values that make it relevant in education. The close relationship between the functions of commerce and socio-economic development and cultural values has led to the increasing realization of the importance of Commerce education. Through Commerce education, students learn how to adopt values as social values, cultural values moral values and disciplinary values.

NEED FOR THE STUDY

Commerce education is the area of education which develops the required knowledge, attitudes and skills for successful heading of trade, commerce

and industry. Commerce education highly aims at developing practical or utilitarian values, social values, cultural values, moral values, disciplinary values and vocational values among higher secondary students. A good teaching method encompasses different principles and methods used by teachers to enhance student learning. These approaches are determined relatively on subject matter to be taught and comparatively by the nature and nurture of the learner. Diverse teaching methods are recommended for the inculcation of varied values among students. This article tries to explain the importance of the values of commerce education and the instructional techniques which are suitable to achieve those values.

OBJECTIVES

- To reveal the meaning and importance of values of teaching Commerce education

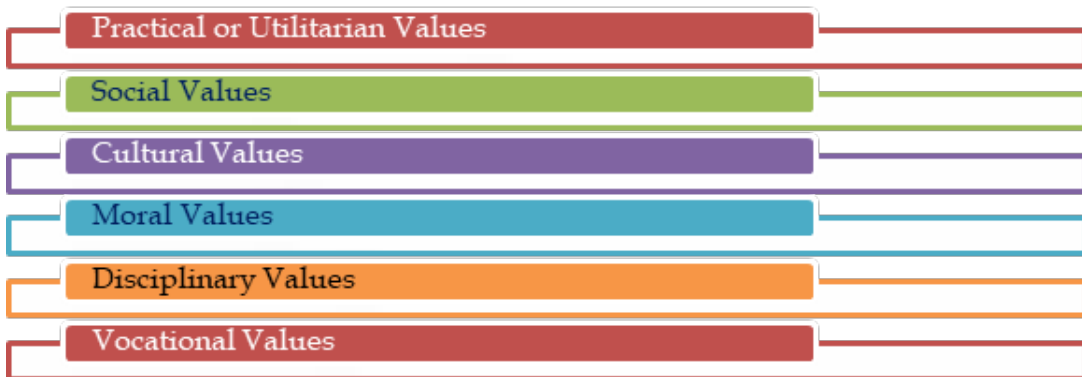
- To explain the significance of using various teaching methods to acquire values.

Value Education and its Importance

According to C.V. Good 'Value education is the aggregate of all the process by means of which a person develops abilities and other form of behavior of the positive values in the society in which he lives'. Value education starts from home and it continues throughout the life, but value education in schools plays a major

part in a man's life so it should be taught in each and every school to add values to the children for their better tomorrow. The aim of value education for students is not only to understand the values, but also to reflect them in their attitudes and behavior, and contribute to society through good citizenship and ethics. Value education strengthens students' optimism, self-esteem, commitment to personal fulfillment, ethical judgment and social responsibility.

Values of Teaching Commerce Education



Inculcating Practical Values through Market Surveys

Practical or utilitarian values give proper guidance to meet the everyday livelihood of people in terms of various commodities required for life. Everyone has to buy and sell the goods and services in the market. Market survey is the best method to understand the practical value of commerce. Market surveys help students to analyze the demand for a particular product or a brand in a market. It enhances student knowledge

about existing products and services and makes understand people's inclination of purchasing materials.

Nurturing Social Values through Panel Discussion

Social values are those which put the rights of wider groups of people first. This may include equality, justice, liberty, freedom, and national pride. Social values evolve according to the demands and requirements or dictates of forces that are also changing together with the

environment through the passage of time. The study of Commerce should enable an individual to appreciate that man is a social being and he must play an important role in bringing about social progress. A panel discussion that involves a group of people gathered to discuss on improper business dealings, corrupt methods, smuggling and tax evasions which are examples to anti-social values which should be avoided is used to instill the social values among students.

Fostering Cultural Values through Symposium

Culture is evidenced by correct socially desirable ways of thinking and doing. Human being raised in a certain culture is taught some rules that keep the social order and direct people's thoughts and actions. These rules are cultural values. Commerce has got a great cultural value which is steadily increasing day to day. It is closely related with value-orientations. Commerce has made a major contribution to our cultural advancement. The progress of our civilization has been mainly due to the progress of various occupations such as agriculture, engineering, industry, medicine, navigation, rail, road, building etc. Commerce education helps to transmit many cultural values like systematic dealings, social and service - orientation, fair dealings with customers, good salesmanship, honesty in commercial dealings etc. Symposium, a meeting or a conference at which experts have discussions about a particular subject could be used to foster values

by deliberating fair dealings and good salesmanship among students.

Promoting Moral Values through Workshop Technique

Principles that govern the decent and immoral of an individual's choice and behavior are defined as moral values. Moral values such as integrity, determination, loyalty, truthfulness, honesty, giving respect to each other etc. should be inherited by every individual. Government, society, religion or individual family norms derive the individual's moral values. Workshop, a period of discussion and practical work on a particular subject, when people share their knowledge and experience could be used with the advancement in time and technology, the issues related to the business moral values relevant to consumers changing rules, social norms or law of that community or by the change in the culture of that society.

Inducting Disciplinary Values through Heuristic Method

Disciplinary values aim at providing training to the mind of the learner and developing intellectual habits in him. Commerce trains or disciplines the mind also. It develops thinking and reasoning power. According to Locke "Commerce is an exact and definite science". Reasoning in the commerce has the characteristics of simplicity, accuracy, objectivity, originality etc. Heuristic method put students in the place of an independent discover. Heuristic method helps to

understand modern commercial theory and practice applies scientific methods for analyzing various components, planning various tasks, gathering a variety of data, systematically processing and interpreting them, etc. Commerce education through heuristic method reflects all the characteristics of scientific thinking and hence helps the learners of the science to acquire systematic ways of thinking and doing.

Implanting Vocational Values through Seminar

Vocational education is a means of living happy livelihood. Vocational values prepare students for jobs that are based on practical activities. Seminar, as an instructional technique involves engendering a situation for a group to have guided instruction among themselves on various aspects or workings of a topic, which is generally presented by one or more members helps to know about the

evolution of workmanship. It forms the basis of many of the individuals of a purely professional in nature and thus prepares for various professions like Chartered Accountants, Financial Analyst, Cost and Work Accountants etc.

CONCLUSION

Value education starts from home and it continues throughout the life, but value education in schools plays a major part in a man's life so it should be taught in each and every school to add values to the children for their better tomorrow. Commerce has tremendous value or applications in our daily life. Values are based on reality. So it is apt for teaching values through commerce education by using various teaching methods. Thus, it is concluded that commerce education has many educational values which to be inculcated to the students by using practically applicable methods in schools and in social life.

REFERENCES

- Aggarwal, J.C. (2005). *Education for Values, Environment and Human Rights*. Delhi: Shipra.
- Andrews, S.V. (1993). Two hundred years of values teaching in reading textbooks. Retrieved from <https://files.eric.ed.gov/fulltext/ED364829.pdf>.
- Bagchi, J.P., & Teckchandani, V. (2005). *Value Education*. Jaipur: University Book House.
- Brintha, S. (2015). *Teaching of Commerce and Accountancy*. New Delhi: A.P.H.
- Chatterjee, P. (2000). *Value Inculcation: Integrated Approach*. Vadodara: CASE, The M.S.U. of Baroda.
- Hetal Kherala. (2014). Inculcation of value through Commerce. *Voice of Research*, 2(4), 18-19.

- Joshi, K. (2002). *Philosophy of Value Oriented Education*. New Delhi: Indian Council of Philosophical Research.
- Moustakas, C. (1966). *The Authentic Teacher: Sensitivity and Awareness in the Classroom*. Cambridge, MA: Howard A. Doyle.
- Murphy, G. (1958). *Human Potentialities*. New York: Basic Books.
- Rokeach, M. (1973). *The Nature of Human Values*. New York: Free Press.
- Sharma, S. (2006). Professional ethics and values in teacher education. *University News*, 44(14), 3-5.
- Simon, S., Howe, L., & Kirschenbaum, H. (1972). *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*. New York: Hart.
- Sivarajan, K., & Lal, E.K. (2006). *Commerce Education, Methodology of Teaching and Pedagogical Analysis*. Central Co-operative Society, Calicut University.
- Superka, D., Ahrens, C., & Hedstrom, J. (1976). *Values Education Sourcebook*. Boulder, CO: Social Science Education Consortium.
- Venkataiah, N. (2002). *Research in Value Education*. New Delhi: APH.
- Vijayalakshmi, V., & Milcah Paul, M. (2018). Value education in educational institutions and role of Teachers in promoting the concept. *International Journal of Educational Science and Research*, 8(4), 29-38.

AWARENESS OF VIRTUAL REALITY IN EDUCATION AMONG PROSPECTIVE TEACHERS IN PRESENT SCENARIO

4**Dr. D.R. ROBERT JOAN**

Assistant Professor of Mathematics Education
Christian College of Education
Marthandam, Tamil Nadu - 629 165

INTRODUCTION

Education is the base for a thriving society, and the transfer of knowledge has been a top priority for civilizations since the very beginning. People are constantly looking for ways to make knowledge transfer more easily, more quickly, and more effectively. In a world where technology is a dominant feature in our daily lives, we have an opportunity to enable better learning with digital devices. Virtual Reality (VR) seems to be the natural next step for the evolution of education and becoming more prominent. Virtual reality takes a vital role in education as a part of e-learning. This kind of education can be seen as a discovery, exploration and observation process, besides the eternal construction of the knowledge. With this, the specific characteristics of the virtual reality can transform it on a mighty tool in service for everybody who seeks for an education evolution. Many things that until short time ago were dreams, nowadays, with the

current technological advances became reality. It can be used to provide learners with a virtual environment where they can develop their skills without the real-world consequences of failing. Ganesan (2015) has listed various applications namely Google Cardboard VR, YouTube VR, ThingLink, Learn Languages VR and KingTut VR, etc. Virtual reality will see an increase of usage especially within training and learning settings this study aimed to identify the awareness of virtual reality in education among the prospective teachers.

VIRTUAL REALITY

Virtual Reality is an artificial environment that is created with software and presented to the user in such a way that the user suspends belief and accepts it as a real environment. On a computer, virtual reality is primarily experienced through two of the five senses: sight and sound. It is a computer-generated simulation of a three-dimensional image or environment that can be

interacted within a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors. From the words Virtual Reality itself explain the terms as 'virtual' and 'reality'. The term virtual is near and reality is what existence is. Therefore, the term 'virtual reality' means 'near-reality'. Virtual reality is an artificial setting that formed with the help of software and offered to the benefiter. The benefiter uses the software and experienced as a real situation. At the beginning, virtual reality is experienced through two senses they are sight and sound. Now a days the benefiter involve in the environment setting. The simplest form of virtual reality is a 3-D image that can be discovered interactively at a personal computer, generally by operating keys or the mouse. Virtual reality equipment or apparatus consisted of virtual reality glasses or goggles, data gloves, Head Mounted Displays (HMD), data suits, workbenches and joysticks. Virtual reality glasses are a key component of the device. Gamers as well as people engaged in many forms of virtual reality research obtained it. Expansion of the technology, virtual reality apparatus has developed into smaller and more reasonable. The gigantic screen sized Head Mounted Display (HMD) has been replaced by smaller models that fit smartly over the front of the face.

VIRTUAL REALITY IN EDUCATION

In education, the teachers can use the virtual reality apparatus to demonstrate

a concept with the help of electronic source. The key aim of an educational virtual laboratory is to supply all the simulations, devices, applications and conditions essential, which will comprise a competent room where experimentation, interaction, and teamwork take place to preservation and exchange of affluent information. VR in education provides an experience anchor to the instruction. With VR education, learners are inspired to discover for themselves. Students have an opportunity to learn by doing rather than passively reading. VR is really helpful for this group of learners. Instead of reading about things, students actually see the things they're learning about. Being able to visualize complex functions or mechanisms makes them easier to comprehend. The virtual reality will imitate the educational practice from its foundation until its achievement. The compulsory functionality to its benefiter is to reproduce the actual processes as more realistic as possible (Abdul-Kader, 2011). The virtual reality provides the genuine effect and helps the benefiter to involve in the virtual globe. In education, the learners involve as well as experience the learning activities through virtual learning environments. Thus, virtual reality takes an important role in education as a part of e-learning.

Yin and Tsai (2021) conducted a study on research on virtual reality interactive teaching. It was stated that after decades of advancement in virtual reality, the key technologies among them have reached the foundation to

support the development of the virtual reality industry. Immersive virtual reality classroom is a bold attempt to combine present-day information science and technology with innovative teaching concepts, which inherits the characteristics of existing online education such as short and compact, large-scale. Joint with immersive virtual reality technology, virtual reality classrooms are physically powerful. The virtual reality classroom will present a strong sense of fascination, interactivity, and conceptualization. The virtual reality teaching assisted students to have deeper understanding of the concepts and enhances their achievement. Combined with the constructed virtual reality classroom, the testing, analysis, and evaluation work should be completed and corresponding improvements can be made to better meet the personalized learning needs of learners. Serin (2020) studied virtual reality in education from the perspective of teachers and stated that majority of teachers stated virtual reality is interesting, encourages students to be active, is suitable for students with schematic and visual thinking style, provides students with a general idea about the subject, facilitates the implementation of information, makes it easier to learn, and it provides a quick review of the course they have studied. Kaminska et al., (2019) conducted a study on virtual reality and its applications in education. It was stated that virtual reality plays an important role in teaching-learning process, providing an attractive and engaging way of acquiring

information. Virtual Reality classes were more interesting and helpful in teaching various concepts in general engineering and health-related education, and it helps students to improve the learning experience deeper understanding. hence it can be stated that the virtual reality is being more and more used in the education, enabling the student to find out, to explore and to build his own knowledge.

OBJECTIVES

- To find out the significant difference in the level of virtual reality awareness among the prospective teachers based on their gender.
- To find out the significant difference in the level of virtual reality awareness among the prospective teachers based on their locality.
- To find out the significant difference in the level of virtual reality awareness among the prospective teachers based on their nature of family.
- To find out the significant difference in the level of virtual reality awareness among the prospective teachers based on their parent education.
- To find out the significant difference in the level of virtual reality awareness among the prospective teachers based on their parent subject.

HYPOTHESES

- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their gender.

- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their locality.
- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their nature of family.
- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their parent education.
- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their subject.

the sample consisted of 64 prospective teachers selected from a College of Education in Kanyakumari District. The investigator has constructed a tool namely scale to Virtual Reality Awareness Test and established validity and reliability of the tool. The coefficient of correlation was found as 0.72. The tool was administered among the sample to collect the data. In order to analyse the data the researcher has applied descriptive (mean and standard deviation) and differential statistics ('t' test and ANOVA).

ANALYSIS OF DATA AND INTERPRETATIONS

Hypothesis: 1

There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their gender.

METHODOLOGY

In order to conduct the study, the investigator used the survey method. The population of the study is prospective teachers (B.Ed student teachers) and

Table 1: Mean Score Difference in the Level of Virtual Reality Awareness among the Prospective Teachers based on their Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	22	59.84	11.47	0.957	0.05
Female	42	57.04	10.42		
Total	66	58.44	10.98		

The above Table 1 showed that the mean value of male prospective teachers is 59.84 and female prospective teachers is 57.04. Since the calculated t-value 0.957 is lesser than the table value (2.00) at 0.05 level of significance it is stated that there is no significant difference between male

and female prospective teachers in their level of virtual reality awareness. Hence the null hypothesis is accepted.

The total mean value 58.44 stated that the level of virtual reality awareness among prospective teachers is moderate.

Hypothesis: 2

There is no significant difference among the prospective teachers based on their locality in the level of virtual reality awareness.

Table 2: Mean Score Difference in the Level of Virtual Reality Awareness among the Prospective Teachers based on their Locality

Locality	N	Mean	SD	t-value	Level of Significance
Rural	55	59.11	11.19	0.027	0.05
Urban	9	59.00	10.09		

The above Table 2 showed that the mean value of prospective teachers in rural area is 59.11 and mean value of prospective teachers in urban area is 59.00. Since the calculated t-value 0.027 is lesser than the table value (2.00) at 0.05 level of significance it is stated that there is no significant difference between rural and urban prospective teachers in their

level of virtual reality awareness. Hence the null hypothesis is accepted.

Hypothesis: 3

There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their nature of family.

Table 3: Mean Score Difference in the Level of Virtual Reality Awareness among the Prospective Teachers based on their Nature of Family

Nature of Family	N	Mean	SD	t-value	Level of Significance
Nuclear Family	54	59.38	11.22	0.49	0.05
Joint Family	10	57.50	10.84		

The above Table 3 showed that that the mean value of prospective teachers in nuclear family is 59.38 and mean value of prospective teachers in joint family is 57.50. Since the calculated t-value 0.49 is lesser than the table value (2.00) at 0.05 level of significance it is stated that there is no significant difference between prospective teachers in nuclear

family and joint family in their level of virtual reality awareness. Hence the null hypothesis is accepted.

Hypothesis: 4

There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their parent education.

Table 4: Difference in the Level of Virtual Reality Awareness among the Prospective Teachers based on their Parent Education

Source	Sum of Squares	df	Mean Square	F-ratio	Level of Significance
Between groups	93.323	2	31.108	0.249	0.05
Within groups	7488.115	61	124.802		

The above Table 4 showed that that the differences in the level of virtual reality awareness among the prospective teachers based on their parent education (parents studied middle school education / higher secondary level / higher education). The calculated F value 0.249 is lesser than the table value 2.50 at 0.05

level of significance. Hence the null hypothesis is accepted.

Hypothesis: 5

There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their subject.

Table 5: Difference in the Level of Virtual Reality Awareness among the Prospective Teachers based on their Subject

Source	Sum of Squares	df	Mean Square	F-ratio	Level of Significance
Between groups	347.792	4	86.948	0.709	0.05
Within groups	7233.646	59	122.604		

The above Table 5 showed that that the differences in the level of virtual reality awareness among the prospective teachers based on their subject (Language / Commerce / Science). The calculated F value 0.709 is lesser than the table value 2.50 at 0.05 level of significance. Hence the null hypothesis is accepted.

- There is no significant difference between rural and urban prospective teachers in their level of virtual reality awareness in education.
- There is no significant difference between prospective teachers in nuclear and joint family in their level of virtual reality awareness in education.
- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their parent education.
- There is no significant difference in the level of virtual reality awareness among the prospective teachers based on their subject.

FINDINGS OF THE STUDY

- The level of virtual reality awareness among the prospective teachers is moderate.
- There is no significant difference between male and female prospective teachers in their level of virtual reality awareness in education.

CONCLUSION

Based on the findings it is noted that the level of virtual reality awareness among the prospective teachers is moderate and significant differences not existed in the level of virtual reality awareness among the prospective teachers irrespective of their gender, locality, and nature of family, parent education and subject studying. Since the virtual reality concept is new to the student teachers, they may be given opportunity to learn about the virtual reality in teaching learning process. Virtual Reality can be used

to make the learning more interesting and fun with the purpose of improving the motivation and attention. It also makes possible that situations that were impossible to explored in the real world can be done. Hence it is recommended that the administrators of the colleges have to make necessary arrangement and facility to incorporate virtual reality in their curriculum. They may organize workshops on virtual reality to make student teachers more aware of the concepts and apply in teaching learning process.

REFERENCES

- Abdul Kader, H. (2011). E-learning systems in virtual environment. *The International Arab Journal of Information Technology*, 8(1), 23-29.
- Best, J.W., & Kahn, J.V. (2005). *Research in Education* (8th ed.). New Delhi: Prentice Hall of India.
- Ganesan, M. (2015). Free apps for students. *Puthia Thalaimuarai Kalvi*, 19, 6-7.
- Garrett, H. E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International.
- Kaminska, D., Sapinski, T., Wiak, S., Tikik, T., Haamer, R., Avots, E., Helmi, A., Ozcinar, C., & Anbarjafari, G. (2019). Virtual reality and its applications in education: Survey. *Information*, 10(10), 318.
- Paszkiwicz, A., Salach, M., Strzalka, D., Budzik, G., Nikodem, A., Wojcik, H., & Witek, M. (2022). VR education support system—A case study of digital circuits design. *Energies*, 15, 277.
- Sandra, D. P., Liliana, M. P., & Adriana, S. P. (2012). Virtual reality as a tool in the education. IADIS International Conference on Cognition and Exploratory Learning in Digital Age. Retrieved from <https://files.eric.ed.gov/fulltext/ED542830.pdf>
- Santrock, J. W. (2006). *Educational Psychology*. New Delhi: Tata McGraw Hill.
- Serin, H. (2020). Virtual reality in education from the perspective of teachers. *Revista Amazonia Investiga*, 9, 291-303.
- Yin, Z., & Tsai, S. (2021). Research on virtual reality interactive teaching under the environment of big data. Retrieved from <https://doi.org/10.1155/2021/7980383>

EXPLORING THE RELATIONSHIP BETWEEN LEARNING STYLES AND ACADEMIC PERFORMANCE AMONG ENGLISH AS A SECOND LANGUAGE (ESL) LEARNERS

5

Dr. K. KARTHIGEYAN

Assistant Professor in Education

Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)

Coimbatore, Tamil Nadu - 641 020

INTRODUCTION

Education in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people (Verma and Sinha 1990). But in our education system emphasis is given on students' academic performance which determines the academic success and the success of learning is judged mainly in terms of quantitative marks obtained by the students in the year end examination. In our society, academic performance is considered as a key criterion to judge one's total potentiality and capability. Hence academic performance occupies a very important place in education as well as in the learning process. Lent, Brown and Hackett (2000) and other educational researchers identified factors like gender, study habit, interest,

intelligence, socioeconomic status of the family, parental involvement, social environment, school environment, quality of school, and teaching methods etc., influence the academic performance of students. Though these factors influence and contribute their support to the students' academic performance in English, the present investigation is aimed to study the relationship between learning style and academic performance in English among ESL learners.

Learning style refers to an individual's preferred way of processing new information for efficient learning (Huston, 1995). It is about how students learn rather than what they learn (Hunt, 1999). Lorenzo and Lorenzo (2013) regarded learning styles in terms of how the learner process, absorb and retain information, while Wong and Nunan (2011) defined it as a pattern that learners perceive, interact with, and respond to knowledge consistently. Rochford (2007) stated that learning

style is the way students concentrate on, process, internalise and recall difficult information. It is an individual's natural, habitual and preferred ways of learning and retaining new information. Stevenson (1997) stated that learning styles are a combination of nature and nurture. Though learning styles are considered as inborn characteristics they are affected by learners' personal traits, experience and the learning environment. Though Learning styles have been described from different perspectives, it refers to students' preferences for some kinds of learning activities over others. They are simply different approaches or ways of learning. It is the manner in which a learner perceives, interacts with, and responds to the learning environment. The concept learning style refers how individuals prefer to learn and different ways in which individuals' process information in the course of learning.

Research studies disclosed that individuals learn a foreign language best through sensory channels such as vision, hearing, movement, touching, or any combination of these. Joy Reid (1995) has developed a learning style model based on learners' perception and social aspects called 'Perceptual Learning Style Model'. This model, particularly framed for learners of foreign languages. According to this model, individuals learn best by their perceptions: Visual, Auditory, and Kinesthetic preference, and two social aspects of learning: Group and Individual preferences. According to this model, Visual learners process information

more effectively when the information is seen. They learn best through visual means like books, charts, pictures, graphs, and all the symbolic means. They usually rely more on the sense of sight. Auditory learners process information more effectively when spoken or heard. They learn best through by listening, speaking and they tend to prefer hearing the information, listening lectures and involve in discussions. Kinesthetic learners prefer active participation in the learning experience and learn best by being involved in physical activities. They benefit much from doing projects, assignments and involving in learning activities. Group learners prefer studying with others and they learn and acquire knowledge best through interactions with peer groups and classmates whereas Individual learners tend to prefer study alone and learn best independently. They avoid involving in group work or group activities in the learning process.

STATEMENT OF THE PROBLEM

Learning styles have great appeal for educators and researchers in the field of English as a Second Language (ESL). Proponents of learning styles claim that identifying the distinct ways students learn and tailoring the learning situation to best fit their individual learning styles will make instruction more effective and increase their academic success. Identification of an individual's learning style is a complex task and necessary for teachers and parents to improve the learning outcomes of students. Students who understand their own

style are likely to be better learners, adopt suitable learning strategies that match their learning styles, feel greater self-confidence, achieve higher grades, have more positive attitudes about their studies, and exhibit more skill in applying their knowledge in courses. Understanding students' learning styles is an indispensable element of effective teaching, because students learn best when they taught in accordance with their learning styles. To be successful in educating the diverse population of learners, teachers need to know about students' learning styles and adopt suitable instructional strategies and methods that best fit for effective learning. When these important aspects are understood and matching the learning styles with teachers' teaching styles, learning foreign language becomes more enjoyable and effective for students who struggle in traditional classrooms. Hence the present investigation is carried out to identify the learning style preference of ESL learners in learning English and to explore the relationship between the learning styles and academic performance in English subject among the students.

LEARNING STYLES AND ACADEMIC PERFORMANCE

Research on learning style disclosed that individuals differ in their learning style preference and it has associated with their academic performance. Khatib and Ghosheh (2013) have found individuals' gender had affected their learning style and male students were more auditory and tactile learners, whereas female

students were more group learners. Conversely, female learners tended to be more visual learners (Aliakbari & Tazik, 2011). Differences in learning style preference existed between left handed and right handed students (Mehrddad & Ahghar, 2012). Ravi and Manju (2013) identified school environment affected the learning styles of students and students studied in state board schools preferred visual learning style, whereas students in central board schools showed greater preference to individual learning style. Studies revealed that students' academic achievement was directly influenced by their learning styles (Remali et al. & Hemalatha, 2013). Alkhatnai (2011) found students' academic success and satisfaction were correlated with their learning style preferences. Sahoo and Chandra (2017) identified students having independent learning style academically performed better than those having dependent learning style. Erton (2010) identified individuals' learning style in association with their personality traits reflected success in learning a foreign language. Oxford Rebecca (1989) disclosed that students' learning style strategies were the most important variables influencing second language performance.

OBJECTIVES

- To identify the predominant learning style preference of ESL students.
- To identify the differences in learning style preference of ESL students with respect to their gender, locality and nature of school.

- To find out the level of academic performance in English among the students.
- To find out the relationship between learning styles and academic performance in English.

RESEARCH QUESTIONS

- What is the predominant learning style preference of ESL students?
- Is there any significant difference existing in the learning style preference of ESL students with respect to their gender, locality and nature of school?
- Is the level of academic performance in English high among the students?
- Is there any significant relationship existing between learning styles and academic performance in English?

METHODOLOGY

A cross-sectional survey design using random sampling was used to conduct this study. The study sample consisted of 1436 secondary school students. The Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Joy Reid was adapted by

the researcher and administered among the students. The questionnaire was validated by the experts in the field of Education and Psychology. Reliability of the questionnaire was established by using Cronbach alpha method which was found to be 0.72. The questionnaire has 50 items with five dimensions namely visual, auditory, kinesthetic, group and individual learning style preferences and each dimension had ten items. The questionnaire was administered among the sample in Salem district of Tamilnadu state who were randomly selected from 25 schools. The academic performance of students in English subject was measured by the annual examination marks attained by the students in class IX. The examination marks obtained by the students in English was considered as their academic performance. The marks have been collected from the respected school records and Chief Educational Office, Salem District of Tamilnadu State. The data were analyzed using Descriptive Analysis (Mean and Standard Deviation), Differential Analysis ('t' Test and ANOVA) and Correlation Analysis.

ANALYSIS OF DATA AND INTERPRETATIONS

Table 1: Learning Style Preference of Secondary School Students

Maximum Mean - $5 \times 50 = 250$

Learning Styles	Visual	Auditory	Kinesthetic	Individual	Group
Mean	43.33	39.60	32.50	34.54	29.83
SD	5.25	4.94	8.43	7.10	7.80

It is observed from the Table 1 that secondary school students in learning the most preferred learning styles of English are Visual learning style and

Auditory learning style followed by Individual learning style, Kinesthetic learning style and Group learning style.

Table 2: Differences in Learning Style Preference between Boys and Girls

Variable	Gender				t-value	p-value
	Boys (N=735)		Girls (N=701)			
Learning Style	Mean	SD	Mean	SD		
Visual	43.56	4.72	43.09	5.75	1.71 _{NS}	.086
Auditory	39.53	4.68	39.67	5.20	0.53 _{NS}	.597
Kinesthetic	32.49	8.55	32.52	8.30	0.07 _{NS}	.947
Individual	34.82	6.84	34.25	7.36	1.51 _{NS}	.130
Group	30.36	7.82	29.27	7.76	2.66*	.008

* = Significant at the 0.05 level. ($p < 0.05$)

NS = Not Significant at the 0.05 level. ($p > 0.05$)

The Table 2 showed the mean score differences in the learning style preference among the students based on their gender. The obtained t-values of visual learning style (1.71), auditory learning style (0.53), kinesthetic learning style (0.07) and individual learning style (1.51) are lesser than the table value at the 0.05 level of significance. Therefore, it is concluded that there is no significant

difference existed between boys and girls in their visual, auditory, kinesthetic and individual learning style preference. On the other hand, the obtained t-value of group learning style (2.66) is greater than the table value at the 0.05 level of significance. Therefore, it is concluded that there is a significant difference existed between boys and girls in their group learning style preference.

Table 3: Differences in Learning Style Preference between Rural and Urban Students

Variable	Locality of Residence				t-value	p-value
	Rural (N=872)		Urban (N=564)			
Learning Style	Mean	SD	Mean	SD		
Visual	43.68	5.19	42.80	5.30	3.08*	.002
Auditory	39.64	4.90	39.53	5.02	0.41 _{NS}	.691
Kinesthetic	32.20	8.42	32.97	8.42	1.70 _{NS}	.089
Individual	34.50	6.97	34.60	7.31	0.24 _{NS}	.814
Group	29.75	7.66	29.96	8.02	0.49 _{NS}	.623

* = Significant at the 0.05 level. ($p < 0.05$)

NS= Not Significant at the 0.05 level. ($p > 0.05$)

The Table 3 showed that the mean score differences in the learning style preference between rural and urban locale students. The obtained t-value of visual learning style (3.08) is greater than the table value at the 0.05 level of significance. Therefore, it is concluded that there is a significant difference existed between rural and urban locale students in their visual learning style preference. On the other hand, the

obtained t-values of auditory learning style (0.41), kinesthetic learning style (1.70), individual learning style (0.24) and group learning style (0.49) are lesser than the table value at the 0.05 level of significance. Therefore, it is concluded that there is no significant difference existed between rural and urban locale students in their auditory, kinesthetic, individual and group learning style preference.

Table 4: Differences in Learning Style Preference of Students with respect to the Nature of School

Descriptive Analysis						
Learning Styles	Government (N=572)		Aided (N=481)		Matriculation (N=383)	
	Mean	Mean	Mean	Mean	Mean	Mean
Visual	42.53	45.16	42.22			
Auditory	39.32	39.65	39.94			
Kinesthetic	31.01	33.88	33.00			
Individual	34.22	34.71	34.82			
Group	28.06	30.84	31.21			
ANOVA						
Learning Styles	Groups	Sum of Square	df	Mean Square	F-ratio	p-value
Visual	Between	2446.429	2	1223.215	47.25 **	.000
	Within	37099.788	1433	25.890		
	Total	39546.217	1435			
Auditory	Between	90.824	2	45.412	1.86 _{NS}	.156
	Within	34973.106	1433	24.406		
	Total	35063.930	1435			
Kinesthetic	Between	2292.539	2	1146.270	16.50 **	.000
	Within	99554.450	1433	69.473		
	Total	101846.989	1435			

Learning Styles	Groups	Sum of Square	df	Mean Square	F-ratio	p-value
Individual	Between	103.233	2	51.617	1.02 _{NS}	.360
	Within	72255.424	1433	50.422		
	Total	72358.657	1435			
Group	Between	2998.076	2	1499.038	25.46 ^{**}	.000
	Within	84382.464	1433	58.885		
	Total	87380.540	1435			

($p < 0.01$) ^{**} = Significant at the 0.01 level.

($p > 0.05$) NS = Not Significant at the 0.05 level

Table 4 showed that the differences in mean scores of students' learning style preference with respect to the nature of school in which they studied. In order to identify the difference in learning styles preference among the groups F-test (ANOVA) has been calculated and presented in the same table. The calculated F values of visual learning style (47.25), kinesthetic learning style (16.50) and group learning style (25.46) are greater than the table value at the 0.01 level of significance. Therefore, it is concluded that there is a significant

difference existed in visual, kinesthetic and group learning style preference among the students with respect to the nature of school. Whereas, the calculated F values of auditory learning style (1.86) and individual learning style (1.02) are lesser than the table value at the 0.05 level of significance. Therefore, it is concluded that there is no significant difference existed in auditory and individual learning style preference among the students with respect to the nature of school.

Table 5: Level of Academic Performance in English

Variable		N	Mean Max: 100	SD
Students (Overall)		1436	62.85	14.85
Gender	Boys	735	61.70	14.56
	Girls	701	64.05	15.06
Locality of Students	Rural	872	61.37	15.35
	Urban	564	65.13	13.74
Nature of the School	Government	572	57.52	11.05
	Govt. Aided	481	58.85	14.32
	Matriculation	383	75.82	12.53

It is noticed from the Table 5 that the overall academic performance of secondary school students in English is 62.85, which showed that the level of academic performance is just above average. Gender wise analysis disclosed that the academic performance of girls (64.05) is better than boys (61.70) in English. Based on the locality of students

the urban students scored better marks (65.13) than rural students (61.37) in English. Based on the Nature of school, matriculation school students scored superior marks (75.82) followed by government aided school students (58.85) and government school students (57.52).

Table 6: Relationship between Learning Styles and Academic Performance in English

Learning Styles		Visual	Auditory	Kinesthetic	Individual	Group
Level of Academic Performance	r value	0.400*	0.317*	0.109	0.105	0.053
	p value	0.000*	0.000*	0.142	0.155	0.478

*Spearman Correlation Analysis: $p < 0.05$

It is revealed from the Table 6 that there is a significant positive correlation existed between learning style and academic performance in English in relation with visual and auditory learning styles. Students with visual and auditory learning styles statistically had higher academic performance when compared to the other learning style groups.

FINDINGS AND DISCUSSION

It is revealed from the results based on the learning styles of students that the predominant learning style preference of secondary school students in learning English is visual learning style, followed by auditory, individual, kinesthetic and group learning style. It is also found that differences occurred in learning style preference among the students based on the demographic characteristics namely gender, locality and nature of school.

The related studies quoted in this paper supported the results that students with different demographic characteristics differed in their learning style preferences. Results based on academic performance in English among ESL learners showed that the level of academic performance is just above average. The academic performance of girls is better than boys in English. Urban students scored better marks than rural students and students studying in matriculation schools scored superior marks followed by government aided school students and government school students. It may be due to the English as a medium of instruction in private matriculation schools. In order to bridge the gap in the academic performance among ESL learners, teachers and parents should take necessary remedial measures to improve students' academic performance.

Results from the correlation analysis stated that students with visual and auditory learning styles statistically higher academic performance when compared to the other learning style groups. There is a significant positive correlation existed between learning style and academic performance in English in relation with visual and auditory learning styles. Hence it is clear that academic performance of the students varies according to their learning styles.

Though students differed in their learning styles, they must be taught about their learning style strengths. They need to be aware of their learning styles. So that they can be empowered to study in the ways that will help them to concentrate on the learning process and retain new and difficult information. The knowledge of one's learning styles may be beneficial in that the learner will be aware of his or her strengths and weaknesses in terms of learning experiences. Students who became aware of their learning styles consciously applied their preferred

learning styles to their study skills. It is the responsibility of teachers to manage their classes and teaching methods to facilitate students with different learning styles in order to develop their English language skills and help them to achieve their academic goals. Since learning styles seems to be the significant factor in the success of the students' learning process, matching learning styles and instructional strategies will complement the students' academic performance. In view of the results of this study, it may consider learning style preferences when designing teaching courses to maximize learning success. However, the teachers can address each learning style at least some of the time in their teaching to increase the students' positive attitude toward the teaching and learning process. By being aware of their learning style, the students may contribute to their academic success by promoting self-awareness and their use of learning strategies that work for their learning style.

REFERENCES

- Al Khatib, S. A., & Ghosheh, S. K. (2013). Perceptual learning style preferences in relation to gender, academic achievement and field of study among a sample of UAE college students. *Scholars Journal of Arts, Humanities and Social Sciences*, 1(2), 69-80.
- Aliakbari, M., & Tazik, K. (2011). On the relationship between gender and perceptual language learning styles: the case of Iranian academic EFL learners. *Educational Psychology*, 31(6), 657-674.
- Alkhatnai, M. (2011). Learning styles of EFL Saudi college-level students in on-line and traditional educational environments. *ProQuest LLC*, Ph.D. Dissertation, Indiana University of Pennsylvania.
- Cutolo, A., & Rochford, R. A. (2007). An analysis of freshmen learning styles and their relationship to academic achievement. *College Quarterly*, 10(2), 1-17.

- Erton, I. (2010). Relations between personality traits, language learning styles and success in foreign language achievement. *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 38, 115-126.
- Hemalatha, G. (2013). Learning styles and their influence on academic achievement. *EDUTRACKS*, 12(5), 24-32.
- Hunt, D.E. (1999). Learning style and student needs: An introduction to conceptual level. *Journal of Education and Psychology*, 31, 27-38.
- Huston, J. L., & Huston, T.L. (1995). How learning style and personality type can affect performance. *The Health Care Supervisor*, 13(4), 38-45.
- Lent, R.W., Brown, S.D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47(1), 36-49.
- Lorenzo, R., & Lorenzo, B.U. (2013). Learning styles of teacher education students: Basis in improving the teaching-learning process. *Procedia-Social and Behavioral Sciences*, 103, 595-605.
- Mehrdad, A. G., & Ahghar, M. (2012). Learning styles and learning strategies of left-handed EFL students. *Procedia-Social and Behavioral Sciences*, 31, 536-545.
- Oxford, R. (1989). The Role of Styles and Strategies in Second Language Learning. Retrieved from ERIC Digest. (ED317087).
- Ravi, R. & Manju, S. (2013). Learning style of primary students: Does school environment intervene learning style? *BRICS Journal of Education Research*, 3(2), 79-84.
- Reid, J. M. (1987). The learning style preferences of ESL students. *TESOL quarterly*, 21(1), 87-111.
- Remali, A. M., Ghazali, M. A., Kamaruddin, M. K., & Kee, T. Y. (2013). Understanding academic performance based on demographic factors, motivation factors and learning styles. *International Journal of Asian Social Science*, 3(9), 1938-1951.
- Sahoo, P. K., & Chandra, S. (2013). A study of learning styles of B.Ed. trainees of Indira Gandhi National Open University (IGNOU). *MIER Journal of Educational Studies Trends and Practices*, 3, 33-45.
- Stevenson, R. (1997). *Dictionary of Psychology* (4th ed). Delhi: Goyal Saab.
- Verma, B.P., & Sinha, A.N. (1990). Cognitive ability, academic achievement and study habits of socially advantaged and disadvantaged adolescent students. *The Progressive Education*, 14(12), 271-276.
- Wong, L. L., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 144-163.

ATTENTION TO AUTHORS

- ❖ Our Journal invites articles from Research Scholars, Academicians, Consultants, Heads of organisation etc., on various topics in different fields of education.
- ❖ While sending articles, it should be accompanied by a declaration that they have not been sent for publication in any other journal.
- ❖ The articles should be sent in both soft (CD/e-mail) and hard copy (Two Copies) to the chief editor.
- ❖ If the articles that are not selected for publication, it will be returned to the author, if self-addressed envelope with sufficient stamp affixed is enclosed with the article.
- ❖ If your article is published in our journal, the author copy will be sent.
- ❖ The articles (both hard and soft copy) should be sent to “**The Chief Editor/Principal, Journal of Educational Research and Extension, Sri Ramakrishna Mission Vidyalyaya College of Education, Sri Ramakrishna Vidyalyaya Post, Coimbatore - 641 020**”.

THE JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION is published quarterly in January, April, July and October. It contains research findings, results and educational experiments, highlights of extension work, review of books and articles of practical interest to teachers.

Revised subscription Rates with effect from January 1, 2013.

Type of membership

i.	Individual and Institutional	-	Annual	₹ 500	US \$ 150
			Life	₹ 5,000	US \$ 750
ii.	Patron	-		₹ 10,000	US \$ 3000

Articles, abstracts of research reports, results of experiments and books for review should be sent to the editors. The length of contributions should not normally exceed 4,000 words.

Journal of Educational Research and Extension
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous)

SRKV Post, Coimbatore - 641 020, email: srkvcoejere@gmail.com

SUBSCRIPTION FORM

Name :

(a) Individual :

(b) Institution :

Address :

.....

.....

Pin code :

Phone No. :

E-mail :

Annual Subscription : ₹ 500/-

Life Member : ₹ 5,000/-

DD/UTR No. : Date :

Subscription Payment Details:

Subscription is to be paid by DD/ECS in the name of 'Journal of Educational Research and Extension' Payable at Sri Ramakrishna Vidyalaya Branch, Coimbatore.

ECS Payment details:

State Bank of India, Sri Ramakrishna Vidyalaya Branch, Coimbatore.

Account Number : 10397970266

IFS Code No. : SBIN0001541

MICR No. : 641002004

In case of ECS Payment, details may kindly be intimated along with UTR number accordingly to the Chief Editor.

**PROCEEDINGS OF THE DIRECTOR OF
COLLEGIATE EDUCATION, CHENNAI - 6.
L.Dis 3079 R3/80 Dated 4.3.1980**

Sub : Books and Publications - Request for purchase of Journal of Educational Research and Extension to Collegiate Libraries - Instructions issued.

Read : RC.No. 6, Lib 79, dated 20.2.1980 from the Principal, Teachers College, Saidapet, Chennai - 15.

The following Journal is brought to the notice of the Principals of all Colleges for purchasing to the College Library if they so desire.

Name of the Journal: Journal of Educational Research and Extension (Quarterly)

Price : Annual Subscription Rs.500/-

Publisher : Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)
Sri Ramakrishna Vidyalaya Post, Coimbatore - 20.

Further particulars can be had from the publishers.

N. ANANTHAPADMANABHAN
For Director of Collegiate Education

To
The Principals of all (Government and Aided) Colleges in the State
Copy forwarded to the Publishers

**PROCEEDINGS OF THE DIRECTOR OF PUBLIC LIBRARIES
CHENNAI
RC. No.9408 C3/66. Dated 19.9.1966**

Sub : Books and Publications - Commendation of books to Public Libraries.

The publications mentioned below are brought to the notice of all Public Libraries in the State.

RC. No. 6, Lib 79, dated 20.2.1980 from the Principal, Teachers College, Saidapet, Chennai - 15.

Name of Publication	Name of Publisher
1. * * *	* * *
2. * * *	* * *
3. Journal of Educational Research and Extension	Publisher journal of Educational Research and Extension Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) Sri Ramakrishna Vidyalaya Post Coimbatore - 641 020.

For further particulars, the publishers concerned may be addressed.

To
The Secretaries of all Local Library Authorities in the State

(Sd.) M. PONNAIAH
For Director of Public Libraries

ISSN 0973619-0



9 770973 619004



**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION
(AUTONOMOUS)**

Affiliated to Tamil Nadu Teachers Education University, Chennai and Accredited with 'A⁺⁺' Grade by NAAC
SRKV Post, Coimbatore - 641 020, Tamil Nadu, India.