

RELATIONSHIP BETWEEN TEACHING AND LEARNING THROUGH TECHNOLOGICAL DEVICES AND LIFE MODIFICATION OF TRIBAL STUDENTS

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Abstract

The present investigation has been undertaken in order to study the relationship between teaching and learning through technological devices and life modification of tribal students. Teaching and Learning through Technological Devices Scale (TLTTDS) and Life Modification Scale (LMS) constructed and validated by the Investigator have been administered to a random sampling technique sample of 597 tribal school students in Coimbatore, Kallakuruchi, Nilagiri and Thiruvannamalai Districts of Tamilnadu State, India. The statistical techniques adopted to analyse the collected data were descriptive, differential and correlation analysis. Findings revealed that the teaching and learning through technological devices of tribal students and life modification are average of tribal students. It is found that there is significant difference in the teaching and learning through technological devices with respect to their gender and there is no significant difference in the teaching and learning through technological devices with respect to their locality of the school; It is found that there is no significant difference in the life modification with respect to their gender and there is significant difference in the life modification with respect to their locality of the school. It is found that there is a positive and significant relationship between teaching and learning through technological devices and life modification of tribal students.

Keywords: Teaching and Learning through Technological Devices, Life Modification, Gender, Locality of the School and Tribal Students.

1. Introduction

Technology is transforming education, changing how, when and where students learn, and empowering them, it has become an integral part of our society and almost everyone is familiar with technology, the use of technology in classrooms can make a huge difference in education, it allows you to understand the subject much more clearly and it is an exciting way to learn things, different from the normal type of education. Exciting one

of the important uses of technology in education is that it's exciting for the students to learn, technology is popular among the youth and including it in education makes education fun and exciting to learn. Teachers today use different techniques like movie-clippings, advertisements, commentaries, dramatics and more to educate students.

2. Need and Importance of the Study

In the developing countries as India, more attention needs to be given to the needs

and requirements of socially disadvantaged population like those belonging to scheduled caste and scheduled tribe. It has been observed that these sections of community have been struggling for their survival for the socio-economical development. The government is expected to take special care of pupils in this category. This involves both protective and promotive measures affecting different facets of their life. Tribal groups in India face many a maladies such as poverty, illiteracy, malnutrition of feeding mothers, ill-health, infant mortality, cultural distortion, displacement, and unemployment etc are all stand in the way of their well-being. Tribal students encounter immense emotional aberrations also. So in order to bring them to the main stream of society, we must know where they stand when compared to the privileged. Therefore, this study is intended to analyze their teaching and learning through technological devices and how it relates with their cognitive ability, life modification and social behaviour in the field of Education.

3. Objectives of the Study

1. To find out the level of the teaching and learning through technological devices of tribal students.
2. To find out the level of the life modification of tribal students.
3. To find out whether there is any significant difference in the teaching and learning through technological devices of tribal students with respect to their a) Gender and b) Locality of the School.

4. To find out whether there is any significant difference in the life modification of tribal students with respect to their a) Gender and b) Locality of the School.
5. To find out whether there is any significant relationship between teaching and learning through technological devices and life modification of tribal students.

4. Hypotheses of the Study

1. The level of the teaching and learning through technological devices of tribal students.
2. The level of the life modification of tribal students is low.
3. There is no significant difference in the teaching and learning through technological devices of tribal students with respect to their a) Gender and b) Locality of the School.
4. There is no significant difference in the life modification of tribal students with respect to their a) Gender and b) Locality of the School.
5. To find out whether there is no significant relationship between teaching and learning through technological devices and life modification of tribal students.

5. Method of the Study

Normative survey method has been adopted for the present investigation. The present investigation is an attempt to find out the effect on sub-samples Gender, Type of Management and independent variable Cognitive ability on the dependent variable Teaching and learning through technological devices.

6. Sample of the Study

A sample of 597 tribal students in Coimbatore, Kallakuruchi, Nilagiri and Thiruvannamalai Districts of Tamil Nadu State, India. Random sampling technique has been employed for the selection of the sample with randomness and representativeness.

7. Tools Used for the Study

The following tools have been administered in the study for the collection of data:

1. Teaching and Learning through Technological Devices Scale

(TLTTDS) Constructed and Validated by the Investigator.

2. Life Modification Scale (LMS) Constructed and Validated by the Investigator.

8. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Hypothesis 1

The level of the teaching and learning through technological devices of tribal students is low.

Table-1

Showing the Mean and Standard Deviation Scores of Teaching and Learning through Technological Devices of Tribal Students

Variable	N	M	SD
Teaching and Learning through Technological Devices	597	160.07	24.63

It is evident from the Table 1, that the calculated mean score is found to be 160.07 and the standard deviation value is 24.63 respectively, which indicates that the mean score lay in between 136-186. Therefore hypothesis 1 is rejected and it is concluded that the teaching and learning through technological devices of tribal students is average.

Hypothesis 2

The level of the life modification of tribal students is low.

Table-2

Showing the Mean and Standard Deviation Scores of Life Modification of Tribal Students

Variable	N	M	SD
Cognitive Ability	597	168.80	24.03

It is evident from the Table 2, that the calculated mean score is found to be 168.80 and the standard deviation value is 24.03 respectively, which indicates that the mean score lay in between 145-93. Therefore hypothesis 2 is rejected and it is

concluded that the life modification of tribal students is average.

Hypothesis 3

There is no significant difference in the teaching and learning through technological devices of tribal students

with respect to their a) Gender and b) Locality of the School.

Table-3
Comparison of Mean Teaching and Learning through Technological Devices Scores of Tribal Students in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Teaching and Learning through Technological Devices	Male	339	160.56	24.93	2.39	Significant
	Female	258	163.60	25.43		
	Rural	269	158.32	24.30	1.74	Not Significant
	Urban	328	159.16	24.86		

It is evident from the Table 3, that the calculated 't' value is found to be 2.39 which is insignificant. Hence, the framed null hypothesis 3(a) is rejected and it is concluded that there is significant difference between male and female tribal students with respect to their teaching and learning through technological devices.

It is evident from the Table 3, that the calculated 't' value is found to be 1.74 which is significant. Hence, the framed

null hypothesis 3(b) is rejected and it is concluded that there is significant difference between rural and urban school tribal students with respect to their teaching and learning through technological devices.

Hypothesis 4

There is no significant difference in the life modification of tribal students with respect to their a) Gender and b) Locality of the School.

Table-4
Comparison of Mean Life Modification Scores of Tribal Students in respect of the following Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Cognitive Ability	Male	339	169.08	24.02	0.44	Not Significant
	Female	258	169.60	24.30		
	Rural	269	165.39	23.31	3.78	Significant
	Urban	328	169.09	24.08		

It is evident from the Table 4, that the calculated 't' value is found to be 0.44 which is no significant. Hence, the framed null hypothesis 4(a) is accepted and it is concluded that there is no significant difference between male and female tribal

students with respect to their life modification.

It is evident from the Table 4, that the calculated 't' value is found to be 3.78 which is significant. Hence, the framed null hypothesis 4(b) is accepted and it is

concluded that there is significant difference between rural and urban school tribal students with respect to their life modification.

Hypothesis 5

There is no significant relationship between teaching and learning through technological devices and life modification of tribal students.

Table-5
Showing the Correlation Values Teaching and Learning through Technological Devices and Life Modification of Tribal Students

Variable	N	'r' Value	Level of Significance
Teaching and Learning through Technological Devices and Life modification	597	0.392	Significant

Table 5 shows, the co-efficient of correlation between teaching and learning through technological devices and life modification of tribal students is found to be $N=597$, $r=0.392$ at 0.01 level which indicates that there is a positive correlation between teaching and learning through technological devices and life modification of tribal students scores. Therefore null hypothesis is rejected and it is concluded that there is positive and significant relationship between teaching and learning through technological devices and life modification of tribal students.

9. Findings of the Study

1. The teaching and learning through technological devices of tribal students is average.
2. The life modification of tribal students is average.
3. There is significant difference between male and female tribal students with respect to their teaching and learning through technological devices.
4. There is no significant difference between rural and urban school

tribal students with respect to their teaching and learning through technological devices.

5. There is no significant difference between male and female tribal students with respect to their life modification.
6. There is significant difference between rural and urban school tribal students with respect to their life modification.
7. There is positive and significant relationship between teaching and learning through technological devices and life modification of tribal students.

10. Conclusion

In the present study the teaching and learning through technological devices of tribal students and life modification are average of tribal students. It is found that there is a positive and significant relationship between teaching and learning through technological devices and life modification of tribal students.

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