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Research Article

Learning Through Technological Devices In Relation To Social Behaviour Of Tribal Students

R. Indhumathi * and Dr.P.Muthupandi Selvi **

* Ph.D. Research Scholar, Institute of Advanced Study in Education (Autonomous), Saidapet, Chennai

** Assistant Professor, Institute of Advanced Study in Education (Autonomous), Saidapet, Chennai

Abstract

The study has been conducted on learning through technological devices in relation to social behaviour of tribal students. Teaching and Learning through Technological Devices Scale (TLTTDS) and Social Behaviour Scale (SBS) 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 social behaviour 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 type of management; It is found that there is no significant difference in the social behaviour with respect to their gender and there is significant difference in the social behaviour with respect to their type of management. It is found that there is a positive and significant relationship between teaching and learning through technological devices and social behaviour of tribal students.

Keywords: Teaching and Learning through Technological Devices, Social Behaviour, Gender, Type of Management 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.

Social behavior is behavior among two or more organisms within the same species, and encompasses any behavior in which one member affects the other. This is due to an interaction among those members. Social behavior can be seen as similar to an exchange of goods, with the expectation that when you give, you will receive the same. This behavior can be effected by both the qualities of the individual and the environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between the two-the organism and its environment. This means that, in regards to humans, social behavior can be determined by both the individual characteristics of the person, and the situation they are in.

2. Need and Importance of the Study

Tribal students are assumed to be socially deprived and emotionally frail due to their educational and social backwardness, which makes them socially incompetent and emotionally backward .poverty, lack of infrastructure facilities and illiteracy of parents has led to their educational backwardness. Especially, during the period of adolescents, children are unable to manage emotions and particularly they are reluctant to communicate effectively and this often led to unresolved and repetitive conflict among learners, and this may cause to low morale and diminished productivity.

Social skills include different behaviours which help an individual enter and interact in interpersonal relations. On the other hand, these skills are also learnt through the very same experience. Social skills are an important factor of students' acceptance and popularity among peers and also a factor of their academic achievement. In our research, we tried to establish how tribal students' social skills; we explored gender differences in evaluated social skills and investigated social behaviour of tribal students.

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 social behaviour 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) Type of management.
4. To find out whether there is any significant difference in the social behaviour of tribal students with respect to their a) Gender and b) Type of Management.
5. To find out whether there is any significant relationship between teaching and learning through technological devices and social behaviour of tribal students.

4. Hypotheses of the Study

1. The level of the teaching and learning through technological devices of tribal students is low.
2. The level of the social behaviour 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) Type of Management.
4. There is no significant difference in the social behaviour of tribal students with respect to their a) Gender and b) Type of Management.
5. To find out whether there is any significant relationship between teaching and learning through technological devices and social behaviour 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 Social Behaviour 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 Tamilnadu 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. Social Behaviour Scale (LMS) Constructed and Validated by the Investigator.

8. Analysis and Interpretation Data

The analysis and interpretation are given the following tables

Descriptive Analysis

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 social behaviour of tribal students is low.

Table-2

Mean and Standard Deviation Scores of Social Behaviour of Tribal Students

Variable	N	M	SD
Social Behaviour	597	147.14	25.11

From table-2, the calculated mean and standard deviation for social behaviour scores found to be 147.14 and 25.11 respectively, which indicates that the mean score of the total sample is the average value of 123-173. Therefore hypothesis 1 is rejected and it is concluded that the social behaviour of tribal students is average.

Differential Analysis

Hypothesis 3

There is no significant difference in the teaching and learning through technological devices of tribal students with respect to their Gender.

Table-3

Comparison of Mean Teaching and Learning through Technological Devices Scores of Tribal Students in respect their Gender

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		

It is evident from the Table 3, that the calculated 't' value is found to be 2.39 which is significant. 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.

Hypothesis 4

There is no significant difference in the teaching and learning through technological devices of tribal students with respect to their Type of Management.

Table-4
Comparison of Mean Teaching and Learning through Technological Devices Scores of Tribal Students in respect their Type of Management

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
	Government	417	159.00	24.30	3.97	Significant
	Aided	180	164.16	26.86		

It is evident from the Table 4, that the calculated 't' value is found to be 3.97 which is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is significant difference between government and aided school tribal students with respect to their teaching and learning through technological devices.

Hypothesis 5

There is no significant difference in the social behaviour of tribal students with respect to their gender.

Table-5
Comparison of Mean Social Behaviour of Tribal Students in respect of their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Social Behaviour	Male	339	149.48	25.70	1.17	Not Significant
	Female	258	148.56	25.88		

It is inferred from the above table that the 't' value calculated is 1.17, which is lesser than the table value 1.96 at 0.01 level of signifcance. Hence the null hypotheis is accepted and it is concluded that there is no significant difference in the social behaviour of tribal students with respect to their gender.

Hypothesis 6

There is no significant difference in the social behaviour of tribal students with respect to their type of management.

Table-6
Comparison of Mean Social Behaviour of Tribal Students in respect of their Type of Management

Variable	Type of Management	N	Mean	SD	't' Value	Level of Significance
Social Behaviour	Government	417	145.64	24.02	4.00	Significant
	Aided	180	151.40	26.14		

It is inferred from the above table that the 't' value calculated is 4.00, which is higher than the table value 1.96 at 0.01 level of signifcance. Hence the null hypotheis is rejected and it is concluded that there is significant difference in the social behaviour of tribal students with respect to their type of management.

Correlation Analysis

Hypothesis 5

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

Table-7
Showing the Correlation Values Teaching and Learning through Technological Devices and Social Behaviour of Tribal Students

Variable	N	'r' Value	Level of Significance
Teaching and Learning through Technological Devices and Social Behaviour	597	0.426	Significant

Table-7 shows that, the co-efficient of correlation between teaching and learning through technological devices and social behaviour of tribal students is found to be [N=597, r=0.426 at 0.01 level] which indicates that there is a positive correlation between teaching and learning through technological devices and social behaviour scores. Therefore hypothesis 11 is rejected and it is concluded that there is positive and significant relationship between teaching and learning through technological devices and social behaviour 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 significant difference between government and aided school tribal students with respect to their teaching and learning through technological devices.
5. There is no significant difference in the social behaviour of tribal students with respect to their gender.
6. There is significant difference in the social behaviour of tribal students with respect to their type of management.
7. There is positive and significant relationship between teaching and learning through technological devices and social behaviour of tribal students.

10. Conclusion

In the present study the teaching and learning through technological devices in relation to social behavior of tribal students. It is found that there is a positive and significant relationship between teaching and learning through technological devices and social behaviour of tribal students.

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