

VOL 6 | ISSUE 1 | AUG 2018

ISSN: 2321-2306

# INTERNATIONAL JOURNAL OF PEDAGOGICAL STUDIES (IJPS)

AN ANNUAL PEER REVIEWED INTERNATIONAL JOURNAL



**Avinasi Gounder Mariammal College of Education**

(Accredited by NACC with "B" Grade)

Approved by NCTE and Affiliated to TamilNadu Teachers Education University, Chennai  
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## EDITORIAL MESSAGE

The **International Journal of Pedagogical Studies - (IJPS)**, ISSN: 2321–2306 is an international academic journal that examines the intersection of teacher education and its related pedagogical studies. It strives to maintain its standard as a scholarly, peer-reviewed international journal dedicated to education, and its goal to publish the advance knowledge and research in the field of education. The journal was initiated by Dr.A.Sengottaiah, the Correspondent of Avinasi Gounder Mariammal College of Education, Erode, Tamilnadu in the year 2013 and published annually in the month of August. It maintains rigorous peer-reviewed standards and our expedited review process allows for a thorough analysis by expert peer-reviewers within a time line that is much more favorable than many other academic publications.

It is my pleasant responsibility to lead the journal along with the members of editorial team and we cordially welcome the new members of the editorial board and look forward to an excellent collaboration with the new and continuing members of the editorial board. Also I am fortunate to be supported by the Executive Editor who 'pulls the whole show together' and the highly effective editorial board members. The current group of Associate Editors work incredibly hard particularly in the assessment and processing of submitted articles. Together, we will work hard to enhance the quality of papers, increase the publication frequency, provide meaningful reviews to prevent plagiarism, duplicate articles and unreliable research, and smoothen the editorial management process. We wish to take the journal in a direction where it encompasses all the emerging areas in teacher education and social sciences.

This is the 6<sup>th</sup> issue of the journal and I wholeheartedly express my gratitude to our article contributors, readers and well-wishers for the support the journal has so far from you and has to be continued to strengthen the determination to maintain the high standards of publications. The interest shown by you people in the journal is praise worthy and encouraging.

IJPS encourages and welcomes unpublished original cum good quality manuscripts from all interested academicians, scholars and practitioners in education on pertinent educational issues that will stimulate and/or enrich discussion forums on improving quality in all aspects of education including teaching and learning, policy, planning, governance, management and others. We gratefully welcome submissions that fit the publication guidelines and if you have a submission that you believe meets our criteria, we encourage you to consider IJPS as an outlet for your academic research.

If you have any suggestions for the improvement of the journal and questions regarding this journal or submission requirements, please feel free to contact the Editors directly at [agmcoiejps@gmail.com](mailto:agmcoiejps@gmail.com).

**Dr.K.R.KARTHIGAI SELVI**  
**CHIEF EDITOR**

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**INFLUENCE OF HEMISPHERICITY IN ACTIVATING  
BEYONDERIC TRAITS**

*\* Dr. D. Venkataraman & \*\* Dr. R. Bharathi*

**Abstract**

*Beyonders are the people who have equipped and possessed with special skills and traits in order to reach excellence and eminence in their field. For this study, the objective is to find out beyonderic traits of student at hr. sect level in relation to their hemisphericity. The study is descriptive in nature in which data has been collected from college students of 500 as a sample size in the city of Chennai. The two tools, Solat tool (1989) and Beyonderic Traits tool (1999) standardized by the investigator (Venkataraman) were applied to realize the objectives of the study. The collected data were scored and statistical interpretations were made to find out the results of the study. The results showed that girls are right brain oriented and Boys are left brain oriented.*

**Key Words :** *Hemisphericity and Beyonderic Traits.*

**INTRODUCTION**

The beyonder phenomenon seem to occur in most groups, where creative achievement is concerned. At the top, there are a few who out distance the others so far that they are not on the same scale. On the other way it can be concluded, that the people who are out distance the others in special traits. (i.e. Beyonderic traits) have been called has beyonders. In the financial world, we call them billionaires. In sociometric, we call them as sociometric stars. In the workplace, we call them rate busters or workaholics. In creative achievement, I have coined the word “Beyonders”. Although the word “Beyonder” is not the English dictionary, almost everyone intuitively knows its meaning, and understand the meaning. Beyonders are the people who have equipped and possessed

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with special skills and traits in order to reach excellence and eminence in their field, i.e. The skills and traits needed with regard to their profession.

Beyonders are people who have possessed with creative bowl of special traits or talents. In born traits and equipped traits are the contributory factors for the development of Beyonderic traits. There is a close relationship between creative characteristics and Beyonderic traits. People with Beyonderic traits are creative in their approach, and the creativity nature of the people will acquire and develop extraordinary skills and traits which help them to reach and realize excellence in their profession. It is evident that except few traits in general based on hereditary; the rest of the traits can be developed with the help of training and considerable practice.

Beyonderic traits are common for all fields of profession to accomplish the task in an ameliorative way. It can be concluded that Beyonderic traits are potpourri of traits in the bowl of excellence.

It is imperative that today's schools and colleges should aim to produce men and women with creative ability who can think, who can make new scientific discoveries, who can find more adequate solutions to impelling world problems, who can resist brain washing and who can adopt to change and maintain sanity in this age of acceleration. This is the challenge to education to develop creativity

Developing Beyonderic characteristics in students is important, in relation to their hemisphericity. Developing and activating Beyonderic traits of the students will help the students to excel in their field of Profession to face the challenging situation. By activating right and left brain (Hemisphericity) of the students, by applying appropriate training technique, Beyonderic traits of the students can be activated and instilly developed. Thus the significance and scope of this study lies in this line of perspective.

## **HEMISPHERICITY**

Hemisphericity is the tendency of an individual to rely more on one the other cerebral hemisphere for information acquisition and processing. The differences in preference of the two hemisphericity for information processing and processing have been referred to as styles of learning and thinking (SOLAT) by Venkataraman (1990).

Torrance (1977) and Venkataraman (1990) others have developed the SOLAT tool based on the hemisphericity functions of the brain. It identifies hemisphericity dominance by way of studying the hemisphere functions. It indicated a student's hemisphere preferences in problem solving, especially for creativity development and development of Beyonderic traits.

Researches done by Reynolds and Torrance (1978), Bracken and Torrance (1991); Venkataraman (1989) indicated that it is possible to modify a person's preferred style of learning and thinking over relatively brief period (six to ten weeks). It is also possible to control the general direction of the changes in the style of learning and thinking with the knowledge of style of learning and thinking mechanism. It may also be possible to train individuals to modify their information processing procedures to best fit their demands of the cognitive tasks. Thus the Hemisphericity plays a prudent role in various cognitive tasks.

### **OBJECTIVES**

- To find out the Beyonderic traits and hemisphericity of the students with respects to Gender, Arts and science students, Rural and urban areas and medium of instruction.
- To explore the relationship between Beyonderic traits and their hemisphericity preference of the students.

### **HYPHOTHESES**

- There is significant difference in Beyonderic traits, with respects gender, medium of institution, area of school, course of study, father's Educational qualification, mother's Educational qualification.
- There is a close relationship between Beyonderic traits and hemisphericity of the students.

### **METHODOLOGY**

The study is cross sectional in approach, aims to gather necessary information with the help of prepared questionnaire.

The two research tools, namely solat tool and Beyonderic traits tool are the standardized tool applied in this study to elicit necessary information from the students.

The data were collected from 500 students of both men and women by applying random sampling technique, in different departments. The data were scrutinized and appropriate statistical technique were applied to ensemble the objectives of the study.

### **SAMPLE SIZE**

The data were collected from 255 men and 245 women, comprising of 500 as a sample size, collected from five Government colleges, five Government Aided colleges and five private college in the city of Chennai.

### **RESEARCH TOOLS**

SOLAT tool and Beyonderic Trait tool are the two standardized tools applied in this study to identify the hemisphericity preference and beyondric traits of the students.

### **SOLAT TOOL**

SOLAT Tool is based on the hemisphericity functions of the brain standardized by Venkataraman (1989). It helps to identify hemisphericity dominance by way of studying the hemisphere functions. It indicates individual learning and thinking strategy and brain hemisphere Preference. It consist of 50 items and each item provided the respondent with two choices for checking.

One representing specialized function of left cerebral hemisphere and the other representing a parallel specialized function of right cerebral hemisphere. The reliability co-efficient of correlation for the right hemisphere function is .89, left hemisphere function is .65, and for the integrated hemisphere functions is .71. The concurrent validity for the right hemisphere is 843, left hemisphere is .621 and integrated hemisphere is .678. The correlation co-efficient reveals that the SOLAT Tool possesses validity to a reasonable level.

### **BEYONDERIC TOOL**

There is a close relationship between Creative Characteristics and Beyonderic traits. People with Beyonderic traits will exhibit creative behavior people with creative behavior will have a tendency to acquire and develop extraordinary skills and traits which will help them to escalate excellence in their profession. Findings on Beyonderic traits

reveals that except in few traits in general, the Beyonderic traits are common to all fields of profession. It can be concluded that Beyonderic traits are potpourri of traits in the bowl of excellence and eminence.

Paul Torrance (1991) identified the top ten Beyonderic characteristics of the students, but Venkataraman (1999) identified 60 Beyonderic traits and classified under six major sub-divisions. They are Thinking, Achievement, Motivation, Self- Strength, Social Adjustment, Resource Fullness, Planning and Organizing.

The reliability coefficient of correlation for the boys was found to be.817 and for the girls was found to be.862. These coefficients of correlation suggest that the Beyonderic traits identification tool possesses reliability to a considerable level and hence suitable for the application to the students community at a large, studying in various course level.

### **VALIDITY OF THE TOOL**

The characteristics of the Beyonders were studied based on the available research findings related to creative ability. Intelligence and personality. The studies on empherical approach concluded that People with high creative characteristics will have Beyonderic traits.

The calculated concurrent validity was fond to be.817

### **ANALYSIS AND INTERPRETATIONS**

**Table - 1**

**Beyonderic Traits and Hemisphericity with respect to Gender**

<b>Variables</b>	<b>Men ( N-255)</b>		<b>Women (N-245)</b>		<b>t-Value</b>	<b>Level of Significance</b>
	<b>Mean</b>	<b>S.D</b>	<b>Mean</b>	<b>S.D</b>		
Beyonderic Traits	61.52	5.53	61.94	5.94	0.81	N.S
Left Hemisphericity	23.03	7.5	17.05	6.9	9.06	0.01
Right Hemisphericity	17.73	6.86	19.27	7.93	2.33	0.05

From the above table, it has come to know that the calculated mean value for men and women in Beyonderic traits are 61.52 and 61.94 respectively. There is no significant difference in Beyonderic traits between men and women, but exposes difference in right and left hemisphere of the students.

From the above table the left Hemisphericity mean score for men and women are 23.03 and a 17.05 respectively. The 't' value were calculated between men and women of left hemisphericity, The calculated 't' value reveals significant difference between at men and women at .01 level. This concludes that boys are activated mostly by Left hemisphere functions than the women who are right brain oriented.

Regarding the right hemisphericity, the mean scores of boys and girls are 17.73 and 19.27 respectively. The 't' value calculated for men and girls regarding right hemisphericity reveals that there is a significant difference between women and men. Indeed women are adopting right brain oriented skills rather than the men, further it concludes that the women are activated by right brain functions, since their day to day activities are oriented towards right brain functions.

**Table - 2**

**Beyonderic Traits and Hemisphericity with respect Medium of Instruction.**

Variables	Tamil Medium (N-320)		English Medium (N-180)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D		
Beyonderic Traits	60.97	5.27	63.07	6.36	3.77	0.01
Left Brain	19.79	7.67	20.66	8.41	1.17	N.S
Right Brain	17.63	7.44	19.79	7.20	3.44	0.01

From the above table, it has come to know that the calculated means value for Tamil medium and English medium, in Beyonderic traits are 60.97 and 63.07 respectively. The 't' value calculated the difference significantly at 0.01 level. It is

concluded that the students belongs to English medium are activated by Beyonderic traits.

From the above table the left brain mean scores of Tamil medium and English medium are 19.79 and 20.66 respectively. The 't' value calculated between Tamil medium and English medium students concludes that there is a no significant difference between them.

Regarding the right brain, the mean scores of Tamil medium and English medium students are 17.63 and 19.79 respectively. The 't' value calculated for Tamil medium and English medium concludes that there is a significant difference between the English medium and the Tamil medium Students, in hemisphericity preference. Indeed English medium students are adapting right brain oriented skills than the students who belong to Tamil medium.

**Table - 3**

**Beyonderic Traits and Hemisphericity with respect to Locality of Students**

Variables	Rural Students (N-330)		Urban Students (N-170)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D		
Beyonderic Traits	60.00	4.00	64.13	3.14	3.08	0.01
Left Brain	22.08	7.99	16.28	6.44	8.25	0.01
Right Brain	17.54	7.06	20.26	7.82	3.80	0.01

From the above table, it has come to know that the calculated means value for rural students and urban students in Beyonderic traits are 60.00 and 64.13 respectively. The 't' value calculated concludes that there is a significant difference at 0.01 level. The analysis reveals that the urban student possesses more Beyonderic traits than the rural students.

Regarding the brain dominance the ‘t’ value reveals significant difference between left brain scores of rural and urban students and right brain scores of rural and urban students at .01 level. The analysis reveals that the rural students are influenced by left brain functions where as urban students are influenced by right brain functions.

**Table - 4**

**Beyonderic Traits and Brain Dominants with respect to Subject of Specialization**

Variables	Arts Groups (N-200)		Science Groups (N-300)		t-Value	Level of Significance
	Mean	S.D	Mean	S.D		
Beyonderic Traits	61.15	5.58	64.21	4.81	2.68	0.01
Left Brain dominants	21.52	7.80	18.48	6.01	2.01	0.01
Right Brain dominants	16.03	6.94	20.12	7.32	6.26	0.01

From the above table, it has come to know that the calculated ‘t’ value for Arts Groups and Science Groups in Beyonderic traits, and their Left and Right brain dominant scores are more than the table value which concludes at .01 level that there is significant difference between them at .01 level.

In Beyonderic traits, the mean score and ‘t’ value reveals that the students of science group possesses more (Beyonderic traits) than the students who belongs to Arts group.

Regarding the right brain, the mean scores of Arts Groups and Science Groups are 16.03 and 20.12 respectively. The ‘t’ value calculated for Arts Groups and Science groups concludes reveals that there is a significant difference between them at .01 level. The Mean scores of Science Group students score concluded that the students are activated more by right brain functions than the students who have left brain dominants.

From the above table the left brain mean score of Arts Groups and Science Groups are 21.52 and an 18.48 respectively. The 't' test concludes significant difference between them at .01 level. The analysis reveals that Arts group students are mostly influenced by left brain functions.

**Table - 5****Relationship between Right Brain Dominance and their Beyonderic Traits**

S.No	Dimensions of Beyonderic Traits (N-500)	"r" Value	Level of Significance
1	Thinking	0.62	0.01
2	Achievement Motivation	0.56	0.01
3	Self-strength	0.57	0.01
4	Social Adjustment	0.57	0.01
5	Resourcefulness	0.66	0.01
6	Planning organizing	0.60	0.01

The calculated "r" value is more than the table value, which indicates that there is a positive correlation between right brain dominants and their Beyonderic traits at .01 level.

The in-depth analysis reveals that the right brain dominants possess more Beyonderic traits. It is concluded that the right brain is responsible for activating majority of Beyonderic traits. The Study further concluded, by activating right brain, the Beyonderic traits can also be developed in students, to excel in their field of any profession.



Table - 6

## Relationship between Integrated Brain Dominants and Beyonderic Traits

S.No	Dimensions of Beyonderic Traits (N-500)	“r” Value	Level of Significance
1	Thinking	0.66	0.01
2	Achievement Motivation	0.60	0.01
3	Self-strength	0.64	0.01
4	Social Adjustment	0.59	0.01
5	Resourcefulness	0.67	0.01
6	Planning and organizing	0.68	0.01

The calculated “r” value is more than the table value, which indicates that there is a positive correlation between integrated brain dominants and their Beyonderic traits at 0.1 levels.

The in depth analysis reveals that the students who belong to Integrated brain dominances possess more Beyonderic traits. The analysis concluded that the integrated brain is responsible for activating Beyonderic traits to a considerable level

The analysis clearly emphasizes that the integrated brain dominants are suitable persons to develop Beyonderic traits, on par with right brain.

Table - 7

## Relationship between Left Brain Dominants and their Beyonderic Traits

S.No	Dimensions of Beyonderic Traits (N-500)	“r” Value	Level of Significance
1	Thinking	0.50	0.01
2	Achievement Motivation	0.24	N.S
3	Self-strength	0.64	0.01
4	Social Adjustment	0.51	0.01
5	Resourcefulness	0.16	N.S
6	Planning and organizing	0.60	0.01

The calculated “r” value is more than the table value which reveals that there is close relationship between Beyonderic traits of thinking, self strength, social adjustment, and planning and organizing with that of left brain dominants at .01 levels.

But in the Beyonderic traits of Achievement motivation and Resourcefulness insignificant relationship exists between left brain dominants and Beyonderic traits. Indeed these traits are related to right brain functions of right brain dominants.

Abstract thinking, Self-strength, Social Adjustment, Planning and organizing are the dominant traits of left brain dominants.

**Table - 8**

**Relationship between Hemisphericity and Beyonderic Traits**

<b>Hemisphericity</b>	<b>Beyonderic Traits</b>	<b>N-500</b>	<b>‘r’-Value</b>	<b>Level of Significance</b>
Right Hemisphericity	Beyonderic Traits	173	0.68	0.01
Left Hemisphericity	Beyonderic Traits	239	0.32	N.S
Integrated Hemisphericity	Beyonderic Traits	88	0.52	0.01

For the contingency table given above, the correlation analysis concludes that there is significant relationship between right Hemisphericity, Integrated hemisphericity and Beyonderic traits at .01 levels, and insignificant relationship between left hemisphericity and Beyonderic traits.

The analysis reveals that there is a close relationship between Right Hemisphere, Integrated Hemisphere and Beyonderic Traits, but there is no relationship between Left Hemisphere and Beyonderic traits.

It can be concluded that the right-hemisphere and Integrated hemisphere dominants possess Beyonderic traits and more over Beyonderic traits can be activated in these types of brain dominants.

Research findings on creativity and Hemisphericity reveal that the right hemisphere is activated for creativity functions, which is close relationship with Beyonderic traits.

## **FINDINGS**

- Girls are right brain oriented and Boys are left brain oriented.
- The students belong to English medium possesses Beyonderic traits than the students who belong to Tamil medium.
- The students belongs to English medium are activated by Right brain functions. Than the students who belong to Tamil medium.
- The students belongs to science group possesses more Beyonderic traits than the students who belongs to Arts group.
- The students belongs to science group are mostly activated by right brain function since they are right brain oriented.
- The students belong to right brain and Integrated brain oriented are activated by Beyonderic traits.
- The Beyonderic trait of achievement motivation is the function of both right and left brain oriented function.

## **CONCLUSION**

Beyonderic traits are the potpurrie of creative skills enables the individual to excel in their field of any profession Beyondric traits are activated by both right and integrated brain and very few functions of left brain. The treatise concludes that creative people are Beyonders, and beyonders are the people who can excel in any field of endeavor and face the present day knowing world.

It is important that every school must take responsibility to develop beyondric traits in students through curricular, co – curricular and extracurricular activities. The students of present day must develop beyondric traits to face the challenges day with courage and confidence. Hence developing beyonders traits is it most important in this competitive world to acquire the post or the position.

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**A STUDY ON SOCIAL INTELLIGENCE AND LIFE SATISFACTION AMONG  
HIGHER SECONDARY STUDENTS**

**\* S.Rajeswari & \*\* Dr.S.K.Panneer Selvam**

**Abstract**

*Human society as we know it cannot exist without minds and selves, since all its most characteristic features presuppose the possession of minds and selves by its individual members; but its individual members would not possess minds and selves if these had not arisen within or emerged out of the human social process in its lower stages of development-those stages at which it was merely a resultant of, and wholly dependent upon, the physiological differentiations and demands of the individual organisms implicated in it. There must have been such lower stages of the human social process, not only for physiological reasons, but also for minds and selves. Consciousness and intelligence could not otherwise have emerged; because, there is, some sorts of an ongoing social process in which human beings were implicated. All these relationships indicate that life satisfaction is a multidimensional concept. There are various resources found in the relationship between life satisfaction and life involvement among the population.*

**Key Words:** *Social Intelligence, Life Satisfaction and Higher Secondary Students.*

**INTRODUCTION**

People who are more satisfied with their lives tend to experience greater physical and psychological health than people who are less satisfied with their lives. From an economic point of view, it is important to know what causes people to be satisfied with their lives. From a psychological perspective, life satisfaction is an important theoretical

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concept to be understood. Life satisfaction has been related to job satisfaction, interpersonal relationship, socio economic status, education, family background and many other variables. Various individuals are using learned social skills to improve the quality of the life and relationships. The psychological problems like depression, fear, confusion, anger created by the lack of positive human emotions is critical to the happiness of the individual in the society. Social intelligence is highly combined with the personal and social competence and this is vital for a healthy and productive life.

### **LIFE-SATISFACTION AND STUDENTS**

Life satisfaction has been related to job satisfaction, interpersonal relationships, socio economic status, education, family background, and many other variables. All these relationships indicate that life satisfaction is a multidimensional concept. What leads students to be satisfied with their lives? According to the scarcity hypothesis of life satisfaction, people who have fewer life commitments and demands should experience greater life satisfaction. Thus, the student who relaxes on the beach is more satisfied with life than the harried student involved in volunteer organizations, campus government, and the honor society.

### **EMOTIONS AND LIFE-SATISFACTION**

It probably won't surprise many people that depression hinders life satisfaction, positive emotions and cheerfulness. In other words, a sunny personality can predict your life satisfaction better than a full social calendar. And depression kills satisfaction more than other grim traits such as anxiety or anger. 'Wouldn't our intuitions predict that somebody "who is disposed to experience more depression, anxiety, and anger has lower life satisfaction than somebody who is only disposed to experience more depression?" ask the researchers.

### **NEED FOR THE STUDY**

The concept of social intelligence is to be applauded, not because it is totally new, but because it captures the essence of what our children or all of us need to know for living a productive, happy and satisfied life. Sternberg identified three broad

constellations of behaviour which his American interviewers perceived as being intelligent.

- Practical problem - solving ability; 'keeps our open mind'; 'responds thoughtfully to others ideas.
- Verbal ability; speaks clearly and articulately'; 'is knowledgeable about a field'.
- Social competence: 'admits mistakes; displays interest in the world at large; 'thinks before speaking and doing'.

Hence, the investigator would like to see, if there is a relation between life satisfaction and social intelligence of higher secondary students. The knowledge of the relationship between these variables under the study would help teachers, parents and students to make the needed changes in the system of education.

### **STATEMENT OF THE PROBLEM**

A Study on Social Intelligence and Life Satisfaction among Higher Secondary Students was chosen as the topic for the present study. Government, Government aided and private schools were selected from Trichy District to conduct the study. Data were collected from 300 students (150 boys and 150 girls). In order to test the hypotheses proposed, the investigator statistically analyzed the collected data.

### **OBJECTIVES**

- To relate life satisfaction with that of social intelligence.
- To find out the relationship between social intelligence with that of educational status of the parents in the case of total sample.
- To identify associations existing between educational status of the parents and life satisfaction of the total sample.
- To recognize the impact of type of family on social intelligence and life satisfaction of the total sample.
- To know the impact of Gender on type of school, social intelligence, life satisfaction and various factors of social intelligence.
- To interrelate various factors of social intelligence in the case of govt., govt. aided and private school students.

**METHOD AND SAMPLE**

Survey method is adopted to carry out the study and a total of 300 students were taken for the study of which 150 were boys and 150 were girls. The sample was drawn from six schools chosen randomly from higher secondary schools. The sample included 100 students from Government school, 100 students from Government Aided School and 100 students from Private schools.

**Table - 1**

**Distribution of the Total Sample**

Type of School	Name of the School	Boys	Girls	Total
Government	Arulmigu Muthumallai Amman Govt.Hr. Sec. School.	25	25	50
	Govt. Hr.Sec. School	25	25	50
Government Aided	Margoschis Hr.Sec. school.	50	-	50
	St. Marks Hr.Sec. School.	-	50	50
Private	James Memorial Matriculation Hr.Sec. School	25	25	50
	AnithaKumaran Matriculation Hr.Sec. School.	25	25	50
	<b>Total</b>	<b>150</b>	<b>150</b>	<b>300</b>

**ADMINISTRATION OF TOOLS**

The Social Intelligence Scale consisted of 54 items constructed by Dr.N.K.Chadha. This tool deals with 6 factors of social intelligence. They are patience, confidence, cooperativeness, sensitivity, sense of humor and recognition of social environment. The Life Satisfaction Scale consisted of 35 items constructed by Dr.Promila Singh. It has five dimensions, namely (a) Taking Pleasure in everybody activities (b) considering life meaningful, (c) holding a positive self-image, (d) having a happy and optimistic outlook, (e) feelings success in achieving goals. The adopted tools were administered to establish the reliability and the r values are 0.817 and 0.91. the data were collected from the sample.



**STATISTICAL TECHNIQUES**

Suitable descriptive and inferential statistical techniques were used interpret the data and to draw out a more meaningful picture of results from the collected data.

**ANALYSIS AND INTERPRETATION OF DATA**

**Hypothesis: 1**

Life satisfaction scores of the students will modify social intelligence.

**Table - 1**

**To Correlate Social Intelligence with that of Life Satisfaction of Boys & Girls of Private School**

Variables	Gender	No	Mean	S.D	'r'	't'	L.S
Social intelligence & life satisfaction	Boys	50	99.1	9.26	0.279	2.013	0.05
			126.28	18.32			
	Girls	50	106.46	7.6	0.3339	2.5	0.01
			138.7	12.177			

**Table - 2**

**To Correlate Social Intelligence with that of Life Satisfaction of Boys & Girls of Government Aided Schools**

Variables	Gender	No	Mean	S.D	'r'	't'	L.S
Social intelligence & life satisfaction	Boys	50	94.78	8.65	0.229	1.629	N.S
			131.7	14.66			
	Girls	50	103.5	8.39	0.094	0.65	N.S
			138.72	15.55			

**Table - 3**

**To Correlate Social Intelligence with that of Life Satisfaction of Boys & Girls of Government Schools**

Variables	Gender	No	Mean	S.D	'r'	't'	L.S
Social intelligence & Life satisfaction	Boys	50	101.62	7.07	0.321	2.14	0.05
			140.32	17.04			
	Girls	50	102.58	5.97	0.011	0.07	N.S
			136.78	13.36			

From the tables 1 to 3 it is understood that the calculated 'r' values were greater than that of table 'r' values in the case of boys & girls of Private School and boys of Government School. So hypothesis was accepted in these cases and proved life satisfaction scores of the students modified social intelligence scores. Where as in the case of boys and girls of Government Aided School and girls of Government School, the calculated 'r' values were less than that of table 'r' values. Hence hypothesis was rejected in these cases.

**Hypothesis: 2**

Social intelligence has no impact on Education status of the students.

**Table - 4**

**Chi square test between Education status and Social Intelligence of boys and girls of Private School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Social Intelligence Vs Education Status	Boys	50	4	2.03	N.S
	Girls	50	4	5.05	N.S

**Table - 5**

**Chi square test between Education status and Social Intelligence of boys and girls of Government Aided School**

Variables	Gender	No	d.f	X2	L.S
Social Intelligence Vs Education Status	Boys	50	4	8.4	N.S
	Girls	50	4	1.64	N.S

**Table - 6**

**Chi square test between Education status and Social Intelligence of boys and girls of Government School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Social Intelligence Vs Education Status	Boys	50	4	4.29	N.S
	Girls	50	4	2.41	N.S

The tables 4 to 6 shows that the calculated chi-square values were less than that of table chi-square values. Hence the hypothesis was accepted and proved that intelligence

has no impact on education status of the students in the case of boys and girls from Government, Government aided & Private Schools.

**Hypothesis: 3**

Social intelligence does not depend on the type of family of students.

**Table - 7**

**To associate Social Intelligence with that of family status of boys and girls of Private School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Social Intelligence Vs Family Status	Boys	50	2	1.87	N.S
	Girls	50	2	2.49	N.S

**Table - 8**

**To associate Social Intelligence with that of family status of boys and girls of Government Aided School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Social Intelligence Vs Family Status	Boys	50	2	4.12	N.S
	Girls	50	2	0.56	N.S

**Table - 9**

**To associate Social Intelligence with that of family status of boys and girls of Government School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Social Intelligence Vs Family Status	Boys	50	2	1.72	N.S
	Girls	50	2	0.75	N.S

The tables 7 to 9 show that the calculated chi-square values were less than that of table values. Hence the hypothesis was accepted and proved that intelligence did not depend upon the type of family of the students in the case of boys and girls from government, government aided and Private Schools.

**Hypothesis: 4**

Life satisfaction does not depend on Education status.

**Table - 10**

**Chi square test between Education status and Life Satisfaction of boys and girls of Private School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life Satisfaction Vs Education Status	Boys	50	4	1.02	N.S
	Girls	50	4	5.31	N.S

**Table - 11**

**Chi square test between Education status and Life Satisfaction of boys and girls of Government Aided School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life Satisfaction Vs Education Status	Boys	50	4	13.2	0.05
	Girls	50	4	8.5	N.S

**Table - 12**

**Chi square test between Education standard Life Satisfaction of boys and girls of Government School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life Satisfaction Vs Education Status	Boys	50	4	1.73	N.S
	Girls	50	4	4.93	N.S

The tables 10 to 12 shows that the calculated chi-square values were less than that of table values. Hence the hypothesis was accepted and proved that life satisfaction does not depend on education status of the students in the case of boys and girls from Private, Government School and girls from Government Aided School where as in the case of boys of Government Aided School. The calculated chi-square values were greater than the table chi-square values. Hence hypothesis was rejected in these cases.

**Hypothesis: 5**

Life satisfaction has no impact on the type of family.

**Table - 13**

**Chi square test between Life Satisfaction and family status of boys and girls of Private School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life Satisfaction Vs Family Status	Boys	50	2	0.71	N.S
	Girls	50	2	0.48	N.S

**Table - 14**

**Chi square test between Life Satisfaction and family status of boys and girls of Government Aided School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life satisfaction Vs Family Status	Boys	50	2	0.82	N.S
	Girls	50	2	3.27	N.S

**Table - 15**

**Chi square test between Life Satisfaction and family status of boys and girls of Government School**

Variables	Gender	No	d.f	$\chi^2$	L.S
Life Satisfaction Vs Family Status	Boys	50	2	2.73	N.S
	Girls	50	2	0.94	N.S

The tables 13 to 15 shows that the calculated chi-square values were less than that of table chi-square values. Hence the hypothesis was accepted and proved that life satisfaction had no impact on the type of family of the students in the case of boys and girls from government, government aided and Private Schools.

**Hypothesis: 6**

Gender plays an important role in life satisfaction of students.

**Table - 16**

**To differentiate life satisfaction of boys and girls of Private Schools**

Variable	Gender	No	Mean	S.D	C.R	L.S
Life satisfaction	Boys	50	126.28	18.32	6.9	0.01
	Girls	50	138.7	12.177		

**Table - 17**

**To differentiate life satisfaction of boys and girls of Government Aided Schools**

Variable	Gender	No	Mean	S.D	C.R	L.S
Life satisfaction	Boys	50	131.7	14.66	2.32	0.05
	Girls	50	138.72	15.55		

**Table - 18**

**To differentiate life satisfaction of boys and girls of Government Schools**

Variable	Gender	No	Mean	S.D	C.R	L.S
Life satisfaction	Boys	50	140.32	17.04	1.44	N.S
	Girls	50	136.78	13.36		

The tables 16 to 18 show that the calculated CR value is greater than the table CR values. Hence the hypothesis was accepted and proved that Gender played an important role on life satisfaction of student in the case of Private School and Government Aided School, where as in the case of Government School the calculated CR value were less than that of table CR values. Hence the hypothesis was rejected in these cases.

**Hypothesis: 7**

Gender plays an important role on total score of social intelligence.

**Table - 19**

**To differentiate the total score of social intelligence of boys and girls of Private School**

Variable	Gender	No	Mean	S.D	C.R	L.S
Social intelligence	Boys	50	99.1	9.26	7.36	0.01
	Girls	50	106.46	7.6		

**Table - 20**

**To differentiate the total score of social intelligence of boys and girls of Government aided school**

Variable	Gender	No	Mean	S.D	C.R	L.S
Social intelligence	Boys	50	94.78	8.65	5.11	0.01
	Girls	50	103.5	8.39		

**Table - 21**

**To differentiate the total score of social intelligence of boys and girls of Government School**

Variable	Gender	No	Mean	S.D	C.R	L.S
Social intelligence	Boys	50	101.62	7.07	0.692	N.S
	Girls	50	102.58	5.97		

The tables 19 to 21 show that clearly that the calculated CR values were greater than that of the table CR values. Hence the hypothesis was accepted and proved that Gender played an important role on total score of social intelligence of student in the case of Private School and Government Aided School, where as in the case of Government School the calculated CR value were less than that of table CR values. Hence the hypothesis was rejected in these cases.

### **EDUCATIONAL IMPLICATIONS**

The findings of the present investigation are important for the improvement in the quality of Education. The following are some of the major recommendations to implicate the Life satisfaction and social intelligence of the students.

- Educators and administrators should bring about awareness among students to give more importance to develop Life satisfaction and social intelligence.
- Parents’ role is necessary to develop Life satisfaction of students through guiding, directing, stimulating and encouraging.
- Lectures should provide inspiring leadership in developing Life satisfaction and social intelligence among students.
- Emotional development programmes and seminar are to be arranged in the classrooms.

- Early identification and environmental stimulation by teachers are very much essential. They should conduct Life satisfaction and social intelligence tests in the classrooms.

The positive affect is related to the degree to which one accomplishes their goals, negative affect is related to the individual's ambivalence about their goals and conflict between their goals, and life satisfaction was highest for those who had goals that were very important to them. That an individual's goals are determined by one's life circumstances, expectations of the culture, and the person's idiosyncratic needs. Intrinsic goals reflect Inherent growth tendencies and satisfy inherent psychological needs whereas extrinsic goals are imposed on the individual by the society and are sought for the approval of others or some other end.

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**STUDENTS PERCEPTION ON CLASSROOM INCIVILITY AT HIGHER  
SECONDARY LEVEL**

*\* Dr. R.Meenakshi*

**Abstract**

*Classroom incivility affects the higher secondary students' career. One who has more classroom incivility can't achieve high. The students with low level of classroom incivility can do their work more effectively than the students with high level of classroom incivility. The present study reports about the perception on classroom incivility among higher secondary students. A sample of 300 higher secondary students in Madurai District served as the subjects of the study. Perception Scale on Classroom incivility constructed and standardized by Danielraj, H. (2005) was used to collect data from the samples. This study reveals that the higher secondary students those who are male, who are studying in unisex schools, who are studying in rural schools, those who are from nuclear family, perceive high level of classroom incivility than their respective counterparts.*

**Key Words:** *Classroom Incivility and Higher Secondary Level.*

**NEED FOR THE STUDY**

The students studying in higher secondary are in the age group of 16 and 17 years. They are in the adolescence stage. In recent years, faculties have seen an increase in latecomers, sleepers, cell phone addicts, and downright disruptive students in their classes. Classroom incivility is the disruptive behavior that occurs in learning environments at an alarming rate. Incivility is often a reciprocal process; both students and faculty may contribute to a climate of disrespect and disregard for the learning

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process. The purpose of this study is to measure the level of classroom incivility among the higher secondary students. In particular, young, female, low-status, and minority instructors face the greatest challenges. Recommendations for faculty include presenting engaging lectures at a moderate pace, respectfully interacting with students communicating clear expectations, returning assignments at the end of class, and maintaining consistent office hours. This has made the investigator choose the present study and entitled “Students Perception on Classroom Incivility at Higher Secondary Level”.

### **TERMS AND DEFINITIONS**

**Students** - refers to those who are studying XI and XII standards in government, aided and unaided schools under uniform system of education in Madurai District

**Perception** - refers to refers to the process of organization, identification, and interpretation of sensory information in order to represent and understand about the classroom incivility.

**Classroom Incivility** - refers to any action that interferes with a harmonious and cooperative learning atmosphere in the classroom.

**Higher Secondary level** – refers to XI and XII standard.

### **VARIABLES**

The variables involved in this study are as follows:

#### **Dependent Variable:**

Classroom Incivility

#### **Independent Variables:**

- Gender : Male / Female
- School kind : Unisex / Co- Education
- School Locality : Rural / Urban
- Medium of Instruction : Tamil / English
- Family Type : Joint / Nuclear
- House Locality : Rural / Urban
- School management : Govt. / Self-financing
- Standard : XI / XII

## **OBJECTIVES**

- To measure the level of classroom incivility among the higher secondary students.
- To find out, whether there is a significant difference among higher secondary students in terms of select independent variables in their classroom incivility.

## **HYPOTHESES**

The following hypotheses are formulated for the present study:

- Higher secondary students have below the average level of perception on classroom incivility.
- Gender exerts a significant influence on perception on classroom incivility among higher secondary students.
- School kind exerts a significant influence on perception on classroom incivility among higher secondary students.
- School locality exerts a significant influence on perception on classroom incivility among higher secondary students.
- Medium of instruction exerts a significant influence on perception on classroom incivility among higher secondary students.
- Family type exerts a significant influence on perception on classroom incivility among higher secondary students
- House locality exerts a significant influence on perception on classroom incivility among higher secondary students.
- School management exerts a significant influence on perception on Classroom incivility among higher secondary students.

## **METHODOLOGY**

**Design** : Descriptive

**Method** : Normative

**Technique** : Survey

### **Sample**

A sample of 300 higher secondary students in Madurai District served as the subjects of the study.

### **Tools used**

1. Personal Information Schedule
2. 'Perception Scale on Classroom incivility' constructed and standardized by Danielraj, H. (2005).

### **Statistical Treatment**

Test of significance of difference between the large independent samples.

### **DELIMITATIONS AND SCOPE OF THE STUDY**

There may be more number of variables influencing the classroom incivility of the students, but seven variables are alone taken for the study. Though there are many districts in Tamil Nadu this study involves the samples from the Madurai district. Even though there are three kinds (State board, ICSE and CBSE) of school system at higher secondary stage, this study involved state board system only. these are the delimitations of the present study.

### **CLASSROOM INCIVILITY AMONG HIGHER SECONDARY STUDENTS**

The empirical average score of classroom incivility among higher secondary students is found to be 14.27, while the theoretical average is 25. This shows that the classroom incivility among the higher secondary students is below the average level. In other words, classroom incivility is found to be lesser among the higher secondary students.

### **DIFFERENTIAL STUDIES IN CLASSROOM INCIVILITY**

#### **Classroom Incivility and Independent Variables**

The statistical measures and the results of test of significance of difference between the mean scores of perception on classroom incivility among higher secondary students in terms of Independent variables is presented in the following Table.

**Table - 1**

**Statistical Measures and Results of Test of Significance for Difference between the Means of Classroom Incivility: Independent Variables–Wise**

Variable	Sub-variables	N	M	SD	‘t’ -Value	Significance at 0.05 level
Gender	Male	143	14.86	2.49	3.40	Significant
	Female	157	13.72	3.28		
School kind	Unisex	104	14.97	2.26	3.34	Significant
	Mixed	196	13.89	3.24		
School locality	Rural	163	14.71	3.11	2.90	Significant
	Urban	137	13.73	2.72		
Medium of instruction	Tamil	236	14.13	2.94	1.45	Not Significant
	English	64	14.76	3.09		
Family type	Joint	185	13.71	3.03	4.34	Significant
	Nuclear	115	15.16	2.67		
House locality	Rural	210	14.30	3.06	0.27	Not Significant
	Urban	90	14.20	2.79		
School management	Govt.	225	14.12	2.95	1.44	Not Significant
	Self-finance	75	14.70	3.03		

Four out of seven independent variables took up in this study exerts significant influence on perception on classroom incivility among higher secondary students.

**HYPOTHESES VERIFICATION**

- Higher secondary students have below the average level of classroom incivility- Accepted
- Gender exerts a significant influence on perception on classroom incivility among higher secondary students- Accepted
- School kind exerts a significant influence on perception on classroom incivility among higher secondary students- Accepted

- School locality exerts a significant influence on perception on classroom incivility among higher secondary students- Accepted
- Medium of instruction exerts a significant influence on perception on classroom incivility among higher secondary students- Rejected
- Family type exerts a significant influence on perception on Classroom incivility among higher secondary students- Accepted
- House locality exerts a significant influence on perception on classroom incivility among higher secondary students- Rejected
- School management exerts a significant influence on perception on classroom incivility among higher secondary students- Rejected

## **CONCLUSION**

- Classroom incivility is found lesser among higher secondary students.
- Classroom incivility among the higher secondary students is dependent upon
  - Gender
  - School kind
  - School locality
  - Family type
- Classroom incivility among the higher secondary students is independent of
  - Medium of instruction
  - House locality
  - School management
- Classroom incivility higher among the students, those
  - Who are male than female
  - Who are studying in unisex than mixed type schools
  - Who are studying in rural than urban schools
  - Who belongs to nuclear family than those who belongs to joint family

## **EDUCATIONAL IMPLICATIONS**

Classroom incivility plays a vital role in higher secondary students' career. One who has more classroom incivility can't achieve high. The students with low level of classroom incivility can do their work more effectively than the students with high level

of classroom incivility. This study reveals that the higher secondary students those who are male, who are studying in unisex schools, who are studying in rural schools, those who are from nuclear family, perceive high level of classroom incivility than their respective counterparts. Hence they should be trained in eradication of their classroom incivility. To tackle students at this situation the teachers, parents and friends may take necessary positive action to diminish the practice of incivility.

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**MULTIPLE INTELLIGENCE PROFILE OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC PERFORMANCE**

**\* R.Anandarasu &\*\* A.Vaiyadurai**

**Abstract**

*This study is aimed to investigate the Multiple Intelligence profile of the students at secondary schools in Erode district of TamilNadu. The Multiple Intelligences Inventory was used to identify the dominant intelligence among the secondary school students. The sample of this research was 914 secondary schools students who were willing to participate in this study. Descriptive and Inferential statistics were used to investigate the students' MI profile. The results of this study showed that all types of intelligences were possessed by the students in varying categories of either in strong, moderate, or weak. Verbal-linguistic intelligence became the strongest intelligence among the nine types of multiple intelligence. Moreover, the other types of multiple intelligences present in strong category were logical-mathematical intelligence and naturalistic intelligence. They were the second and the third intelligence of the strongest intelligences followed by bodily-Kinesthetic intelligence, intrapersonal intelligence, visual spatial intelligence, musical intelligence and interpersonal intelligence of secondary school students, whereas existential intelligence seems to be at the low level among secondary school students.. In terms of gender, the study reveals that, female students significantly possessed stronger verbal-linguistic intelligence. The results also showed that there is no significant difference existed between male and female students in their logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence. The result show that there is a higher correlation between the verbal-linguistic intelligence and academic performance followed by logical-mathematical intelligence, bodily-kinesthetic intelligence, existential intelligence, interpersonal intelligence, naturalistic intelligence, visual-spatial intelligence, musical intelligence and intrapersonal intelligence with academic performance.*

**Key Words:** *Multiple Intelligence Profile, Secondary School Students and Academic Performance.*

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## **INTRODUCTION**

Howard Gardner (1983) views intelligence as a biological factor bound in the environment where the individual lives, the culture which she or he acquires, and the surrounding communities, with whom she or he interacts. Those factors play a great role in shaping her or his intelligence. Gardner also defines intelligence as a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in community.

Several efforts have been done to identify the students' intelligence which is considered as the predictor of students' success in the school and his or her future life, such as using Intelligence Quotient'. Gardner (1983) argues that the IQ test reveals little about an individual's potential for further growth, rarely assesses skill, assimilating new information or in solving new problem for each individual. It cannot highlight the potential or the competence of an individual in a particular field of expertise. Therefore, referring to Gardner's definition of intelligence, it is needed appropriate adjustment of measuring the human intelligence which can be potentially developed in the future.

The investigator believes that the traditional focus of schools on the linguistic and logical-mathematical intelligence have meant that many students, whose intelligence profiles cannot be fitted to this traditional model, have been left on the sidelines. Often these students have gone on to use their unique blend of intelligence to achieve success in the real world outside the schools, which would not have been predicted by traditional scholastic tests. Unfortunately for many, this may lead to frustration, academic failure and unhappy school experiences that can have a negative impact on their self-esteem about academic matters and behaviour, and consequently in their later achievements of life.

The quality of students has been chiefly determined by their academic performance. Though various outcomes are expected, the whole system of school education revolves round the academic performance of students. Parents and teachers expect their children/students to attain a high level of achievement and also in the present era parents desire their children to have attained excellence in academic matters from the grass root level which creates more pressure on students, teachers and administrators of the respect schools. Thus, the teacher should plan and adopt multiple intelligence based

instruction to develop meaningful understandings of the world around them and create connections between their lives and interests of the student communities. Most importantly, multiple intelligence based instructions are holistic and inclusive instructional facilities that help teachers create and integrate different learning methodologies and strategies.

Teachers teach in their preferred teaching method without taking into consideration how a student learns. Based on the statistics then, if a teacher's preferred learning style is auditory and lecturing is the only instructional method used, teacher has missed large number of the student's population. This mismatch of the teacher's learning/teaching style and the student's learning style is one of the biggest reasons for academic under achievement and frustration (Tracy & Rose, 1992).

Various studies revealed the benefits of multiple intelligences in learners' achievement (Razmjoo, 2008; Gupton, 2011), learning strategies (Hajhashemi, Ghombavani, & Amirkhiz, 2011). Therefore this study was aiming to measure multiple intelligences profiles of secondary school students that are important to improve the classroom activities. It can also become a starting point for designing effective classroom activities which is a predisposing factor to the academic success. The purpose of the study is to describe the profiles Multiple Intelligences in terms of the dominant intelligence and its relationship with academic success.

## **RESEARCH QUESTIONS**

- Is the level of multiple intelligence moderate among secondary school students?
- What is the predominant intelligence(s) among multiple intelligence of secondary school students?
- Is there any significant difference existed in multiple intelligence among male and female secondary school students?
- Which type of intelligence(s) has a high correlation with academic performance among the multiple intelligence?

## **METHODOLOGY**

This research is a quantitative research. Considering the different aspects of the study, the investigator has decided to adopt a descriptive survey method for the present

study, which is an important method in descriptive researches. The survey method assists the researcher to find facts through collection and analysis of quantitative data and also it gives the clear picture of the phenomenon under study. This research was conducted with the secondary school students in Erode District of TamilNadu. The number of participants in this study was 914 secondary school ninth standard students in Erode district that consisted of 451 male students and 463 female students.

Multiple Intelligences inventory has been distributed to the participants in order to find out the students' multiple Intelligences profile. The questionnaire of multiple intelligences inventory was prepared and validated by the investigator. Then, it was translated into Tamil, in order to make it easy to respond the questionnaire. It consisted of 63 items which covered nine types of multiple intelligences. Each type of intelligence consisted of 7 statements. In this inventory, students were asked to respond every item of the inventory in relation to what they really feel and to relate it with their real lives. The responses were 0 and 1 in which 0 showed the statement that *was not* in accordance with the participant, and 1 showed the statement that *was* in accordance with the participant.

## **ANALYSIS AND INTERPRETATIONS**

### **Research Question-1**

Is the level of multiple intelligence moderate among secondary school students?

Table – 1

## Level of Multiple Intelligence of Secondary School Students

Multiple Intelligence	Low		Moderate		High	
	N	%	N	%	N	%
Verbal-Linguistic Intelligence	61	6.67	646	70.68	207	22.65
Logical-mathematical Intelligence	06	0.66	655	71.66	253	27.68
Visual-spatial Intelligence	191	20.90	593	64.88	130	14.22
Bodily-kinesthetic Intelligence	183	20.02	542	59.30	189	20.68
Musical Intelligence	229	25.05	537	58.75	148	16.19
Interpersonal Intelligence	194	21.23	619	67.72	101	11.05
Intrapersonal Intelligence	150	16.41	642	70.24	122	13.35
Naturalistic Intelligence	274	29.98	389	42.56	251	27.46
Existential Intelligence	245	26.81	576	63.02	93	10.16
Multiple Intelligence in Total	199	21.77	512	56.02	203	22.21

It is inferred from the above table 1 that among the sample of 914 students 6.67 % of students have low, 70.68 % of students have moderate and 22.65 % of students have high level of verbal-linguistic intelligence.

0.66 % of students have low, 71.66 % of students have moderate and 27.68 % of students have high level of logical-mathematical intelligence.

20.90 % of students have low, 64.88 % of students have moderate and 14.22 % of students have high level of visual-spatial intelligence.

20.02 % of students have low, 59.30 % of students have moderate and 20.68 % of students have high level of bodily-kinesthetic intelligence.

25.05 % of students have low, 58.75 of students have moderate % and 16.19 % of students have high level of musical intelligence.

21.23 % of students have low, 67.72 % of students have moderate and 11.05 % of students have high level of interpersonal intelligence.

16.41 % of students have low, 70.24 % of students have moderate and 13.35 % of students have high level of intrapersonal intelligence.

29.98 % of students have low, 42.56 % of students have moderate and 27.46 % of students have high level of naturalistic intelligence.

26.81 % of students have low, 63.02 % of students have moderate and 10.16 % of students have high level of existential intelligence.

21.77 % of students have low, 56.02 % of students have moderate and 22.21 % of students have high level in multiple intelligence in total.

It is concluded from the above results that in all type in multiple intelligence the level of the secondary school students is moderate.

### **Research Questions-2**

What is the predominant intelligence(s) among the multiple intelligence of secondary school students?

Table – 2

**Predominant Intelligence(s) among Multiple Intelligence of Secondary School Students**

N= 914

Maximum Mean: 1 X 7= 7

S.No	Multiple intelligence	Mean	SD	Rank
1	Verbal-Linguistic Intelligence	5.63	1.14	1
2	Logical-Mathematical Intelligence	5.44	1.33	2
3	Naturalistic Intelligence	5.19	1.72	3
4	Bodily-Kinesthetic Intelligence	4.99	1.67	4
5	Intrapersonal Intelligence	4.89	1.48	5
6	Visual-Spatial Intelligence	4.83	1.52	6
7	Musical Intelligence	4.75	1.70	7
8	Interpersonal Intelligence	4.70	1.56	8
9	Existential Intelligence	4.37	1.75	9

It is observed from the table 2 that the secondary school students have highest level of verbal-linguistic intelligence followed by logical-mathematical intelligence, naturalistic intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, visual spatial intelligence, musical intelligence and interpersonal intelligence of secondary school students, whereas existential intelligence is the low among secondary school students.

**Research Question-3**

Is there any significant difference existed in multiple intelligence among male and female secondary school students?

Table - 3

## Mean Scores Difference in Multiple Intelligence between Male and Female Students

Multiple Intelligence	Gender				df	't' value	'p' value
	Male (N=453)		Female (N=461)				
	Mean	SD	Mean	SD			
Verbal-Linguistic Intelligence	5.53	1.20	5.73	1.07	912	2.71*	.007
Logical-Mathematical Intelligence	5.39	1.37	5.48	1.29	912	0.98	.327
Visual-Spatial Intelligence	4.83	1.55	4.83	1.50	912	0.08	.937
Bodily-Kinesthetic Intelligence	5.04	1.64	4.94	1.70	912	0.91	.364
Musical Intelligence	4.75	1.73	4.74	1.68	912	0.08	.939
Interpersonal Intelligence	4.72	1.53	4.67	1.59	912	0.44	.662
Intrapersonal Intelligence	4.92	1.51	4.86	1.45	912	0.61	.544
Naturalistic Intelligence	5.23	1.71	5.17	1.73	912	0.51	.610
Existential Intelligence	4.41	1.76	4.32	1.75	912	0.79	.429

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

Table 3 shows that the mean score differences in multiple intelligence between male and female secondary schools students. The obtained 't' value of verbal-linguistic intelligence (2.71) is higher than the table value at 0.05 level of significance and so there is significant mean score difference in verbal – linguistic intelligence as for as gender is concerned. It is inferred from the table that there is a significant difference existed between male and female students in their verbal-linguistic intelligence. While comparing the mean scores of male and female students, female students have better

verbal-linguistic intelligence (mean = 5.73) than male students (mean = 5.53). It is concluded that there is a significant difference existed in verbal-linguistic intelligence between male and female secondary school students.

On the other hand the obtained ‘t’ values of logical-mathematical (0.98), visual-spatial (0.08), bodily-kinesthetic intelligence (0.91), musical intelligence (0.08), interpersonal intelligence (0.44), intrapersonal intelligence (0.61), naturalistic intelligence (0.51) and existential intelligence (0.79) are less than the table value at 0.05 level of significance. It is inferred from the above table that there is no significant difference existed between male and female students in their logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence.

**Research Question-4**

Which type of intelligence(s) has a high correlation with academic performance among the multiple intelligence?

**Table – 4**  
**Relationship between Multiple Intelligence and Academic Performance of Secondary School Students**

Variables		‘r’ value	‘p’ value
Independent	Dependent		
Verbal-Linguistically Intelligence	Academic Performance	0.645**	.000
Logical-Mathematical Intelligence		0.509**	.000
Visual-Spatial Intelligence		0.225**	.000
Bodily-Kinesthetic Intelligence		0.295**	.000
Musical Intelligence		0.212**	.000
Interpersonal Intelligence		0.281**	.000
Intrapersonal Intelligence		0.210**	.000
Naturalistic Intelligence		0.270**	.000
Existential Intelligence		0.292**	.000

\*\*= Correlation is significant at the 0.01 level. (p < 0.01).

Table 4 shows the correlation exist in the selected dimensions of multiple

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*International Journal of Pedagogical Studies (IJPS) Vol:6/Issue:1/Aug 2018 /ISSN:2321-2306 ~ 41 ~*



intelligence and the academic performance of the secondary school students.

The calculated 'r' values of verbal-linguistic intelligence and academic performance is 0.645, logical-mathematical intelligence and academic performance is 0.509, visual-spatial intelligence and academic performance is 0.225, bodily-kinesthetic intelligence and academic performance is 0.295, musical intelligence and academic performance is 0.212, interpersonal intelligence and academic performance is 0.281, intrapersonal intelligence and academic performance is 0.210, naturalistic intelligence and academic performance is 0.270 and existential intelligence and academic performance is 0.292 is higher than the table value at the 0.01 level of significance.

Therefore, it is concluded that there is a significant correlation existed in verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence and academic performance among the secondary school students.

And so inferred that there is a high correlation existed in verbal-linguistic intelligence and academic performance followed by logical-mathematical intelligence, bodily-kinesthetic intelligence, existential intelligence, interpersonal intelligence, naturalistic intelligence, visual-spatial intelligence, musical intelligence and intrapersonal intelligence and academic performance.

## **DISCUSSION AND CONCLUSIONS**

The findings based on the multiple intelligence, the secondary school students as far as multiple intelligence level is moderate. It is noted from the result that secondary school students are stronger in verbal-linguistic intelligence, followed by logical-mathematical intelligence and naturalistic intelligence. It is also found that existential intelligence is the least type of intelligence possessed by secondary school students. Significant difference exists in multiple intelligence with respect to gender. Male student's are significantly stronger in logical-mathematical intelligence, bodily-kinesthetic intelligence and interpersonal intelligence. Female students seems to be stronger in verbal-linguistic intelligence, visual-spatial intelligence, musical intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence. Significant difference exists in the verbal-linguistic intelligence between male and female secondary

school students. Conversely, Gender difference was not significant in multiple intelligence except verbal-linguistic intelligence. These findings showed a different direction in the finding that male and female students had comparable multiple intelligence.

Multiple intelligence has a positive significant relationship with academic performance. It is found that the verbal-linguistic intelligence and logical-mathematical intelligence has a high correlation with academic performance followed by visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligences has low positive correlation with academic performance. The reason for because curriculum and the teaching learning process does not seems to fit to the types of intelligence of the individual students, and so the students have to struggle to fit to the teaching style of the teachers which is heavily based on the verbal-linguistic and logical-mathematical intelligence. The result had been interpreted this mismatch of teachers teaching style and learners learning style may be the reason for academic underachievement which may be due to the traditional teaching learning activities focused in the school.

Based on the findings of the present study, it is recommended that educationists and practicing teachers can adopt multiple intelligence based teaching strategies as it tends to improve the academic performance of students, and for conducting further wide range of research pertaining to the vital area that the researcher had already undertaken.

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**ATTITUDE OF USING INSTRUCTIONAL TECHNOLOGY AMONG  
STUDENT-TEACHERS IN COIMBATORE DISTRICT**

**\* R.Ambika Devi & \*\* Dr.T.Premalatha**

*Abstract*

*In a constantly developing and changing era, raising the future generations as knowledge society individuals through the integration of new technology into educational environments is among the basic goals of instruction. This study aims at investigating student teachers attitude towards instructional technologies with regards to their innovativeness levels by using survey method. Statistical techniques like Mean, Standard Deviation and t-test were used afor the analysis of data. Three B.Ed teacher training colleges from Coimbatore were selected through convenience sampling and the scales were applied to 150 student-teachers. When the results were analyzed, it can be seen that there was no significant difference in the mean scores of student-teachers in attitude of using instructional technology with respect to gender, educational qualification, group of their subject and to their location.*

**Key Words** : *Technology, Traditional to Modern, Curious Learners and Rapid Progress.*

**INTRODUCTION**

In the current era, information spreads rapidly and this makes it easy to access the information. Development of instructional technologies surely has a great contribution on this regard. Instructional technologies making a rapid progress especially at the end of the twentieth century started to assert itself in educational field in addition to all fields. Integration of technology with lectures has become inevitable for effective learning. " Instructional technology is a systematic way of designing , carrying out, and evaluating

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the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instruction " Presidents Commission on Instructional Technology (PCIT).

### **OBJECTIVES**

- To measure the degree of attitude towards using instructional technology among student teachers.
- To study the attitude of student teachers using instructional technology in terms of gender.
- To study the attitude of student teachers using instructional technology in terms of educational qualification.
- To study the attitude of student teachers using instructional technology in terms of group of subjects.
- To study the attitude of student teachers using instructional technology in terms of locality.

### **HYPOTHESES**

- There will be no significant difference in the mean scores of student teachers in their attitude towards using instructional technology with respect to gender.
- There will be no significant difference in the mean scores of mean scores of student teachers in their attitude towards using instructional technology with respect to educational qualification.
- There will be no significant difference in the mean scores of student teachers in their attitude towards using instructional technology with respect to the subject group.
- There will be no significant difference in the mean scores of student teachers in their attitude towards using instructional technology with respect to their locality.

### **METHODOLOGY**

In this research survey method was used to examine the attitude of student teachers towards using of instructional technologies. 150 student teachers in Coimbatore

district were selected. Teachers Instructional Technology Attitude Scale (TITAS) with 30 items was used in the study as data collection tool which comprised of instructional technology, equipment use, teaching methods and assessment and evaluation issues. Data obtained from attitude scale was analyzed by using mean, standard deviation and t-test.

**Table - 1**  
**Sample Distribution**

<b>Variables</b>	<b>Division</b>	<b>Number</b>	<b>Total</b>
Gender	Male	70	150
	Female	80	
Educational Qualification	U.G	63	150
	P.G	87	
Group	Science	89	150
	Arts	61	
Location	Rural	78	150
	Urban	72	

**DATA ANALYSIS AND INTERPRETATIONS**

**Table - 2**  
**Difference in the Attitude of Using Instructional Technology among Student Teachers based on Demographic Variables**

<b>Demographic Variables</b>	<b>Sub Variables</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>S.E</b>	<b>‘t’ valu</b>	<b>Result</b>
Gender	Male	70	53.23	3.26	0.514	0.066	NS
	Female	80	53.57	2.99			
Educational Qualification	UG	63	53.32	3.21	0.522	0.30	NS
	PG	87	53.48	3.06			
Group	Arts	61	53.49	3.09	0.518	0.25	NS
	Science	89	53.36	3.15			
Locality	Rural	78	53.36	2.96	0.512	0.60	NS
	Urban	72	53.25	3.29			

NS - Not Significant at 0.05 level

The above table showed that there was no significant difference in the attitude of student teachers towards using instructional technology with respect to gender. There was no significant difference in the attitude of student teachers towards using instructional technology with respect to educational qualification. There was no significant difference in the attitude of student teachers towards using instructional technology with respect to group of their subject and their location.

## **CONCLUSION**

In the present investigation, an attempt has been made to measure the level of student teachers' attitude towards using instructional technology in Coimbatore district. Education is the process of bringing up desirable changes in the behavior of human beings. Education is a continuous complex, dynamic and life long process. The purpose of instructional technology is to improve the effectiveness of teaching and learning process in formal or informal settings and by utilizing scientific principles. It is believed that instructional technology, when implemented properly and thoughtfully, provides enormous opportunities for active and engaging learning.

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**PERCEPTION OF SCHOOL TEACHERS ON ENGLISH MEDIUM  
INSTRUCTION AT SECONDARY STAGE**

*\* Dr. B.Kannan*

***Abstract***

*The present study reports about the Perception of school teachers on English medium instruction at secondary stage. A sample of 209 school teachers in Virudhunagar District served as the subjects of the study. Perception of school teachers on English medium instruction Scale constructed and standardized by Michael Leo, M. (2009) was used. This study reveals that the high school teachers who are upto 40 years of age, those who are working in government schools, who are handling language subject, who have 11 and above years of experience, who have reads book rarely and who are unmarried have favourable perception on English medium instruction at secondary stage than their respective counterparts.*

***Key Words:*** *English Medium Instruction and Secondary Stage.*

**NEED FOR THE STUDY**

A medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. Where the first language of students is different from the official language, it may be used as the medium of instruction for part or all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction. UNESCO considers that "providing education in a child's mother tongue is indeed a critical issue". The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

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It is unfortunate that in our country the question of the medium of instruction is a problem to be debated even after fifty years of independence. For in all civilized countries, the medium of instruction is the mother tongue. The problem, as it exists in our country, is one of the unfortunate legacies of foreign rule. Our British rulers made English the medium of instruction. When a few gifted men learnt to speak and write English with force, the achievement was hailed. On the other hand, our vernaculars were not properly developed. It was through English that we established contact with the thought and culture of the West as also of other states.

The advocates of English or Hindi make one mistake: they forget to main object of the medium of instruction. They fail to distinguish between a state language and a medium of instruction. The object is to also direct means for imparting education through mother tongue. It needs no argument to prove that the mother tongue helps the assimilation of knowledge in the impressionistic age, with the utmost ease. It is, therefore, the natural medium. Knowledge received through the mother tongue is always more concrete, abiding and intimate. That is why knowledge imparted through a foreign medium can never be satisfactory. Furthermore, it involves a great wastage of labour. Hence the researcher wants to know the perception of school teachers on English medium instruction at secondary stage level. Hence the conduct of the current study.

#### **TERMS AND DEFINITIONS**

**Perception** - refers to organization, identification, and interpretation of sensory information in order to represent and understand the environment.

**School Teachers** – refers to the teachers those who handling IX and X standard in government, aided and matriculation schools in Virudhunagar district under under state board syllabus of Tamil Nadu State.

**English medium instruction**– refers to the instruction in English.

**Secondary stage** – refers to the standard IX and X in government, aided and unaided schools in Virudhunagar District.

#### **VARIABLES**

The variables involved in this study are as follows:

## **Dependent Variable**

Perception of school teachers on English medium instruction

## **Independent Variables**

- Gender - Male / Female
- Age - Up to 40 / 41 and above
- School Management - Government / self-financing
- School locality - Rural / Urban
- Specialization Subject - Language / Others
- Teaching experience - 0-10years /11years and above
- Reading Habit - Regularly / Rarely
- Marital status - Married / Unmarried

## **OBJECTIVES**

- To measure the level of Perception of school teachers on English medium instruction at secondary stage.
- To find out, whether there is a significant difference among school teachers in terms of select independent variables in their Perception on English medium instruction.

## **HYPOTHESES**

The following hypotheses are formulated for the present study:

- School teachers have above the average level of perception on English medium instruction.
- Gender exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- Age exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- School management exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- School locality exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.

- Specialization subject exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- Teaching Experience exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- Reading habit exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.
- Marital status exerts a significant influence on perception of school teachers on English medium instruction at secondary stage.

## **METHODOLOGY**

The present study is conducted by using normative survey method. A sample of 209 school teachers in Virudhunagar District served as the subjects of the study. The researcher has adopted and used the tool namely Perception of school teachers on English medium instruction Scale constructed and standardized by Michael Leo, M. (2009). Statistical treatment applied are “t” test between the large independent samples.

## **DELIMITATIONS AND SCOPE OF THE STUDY**

There may be more number of variables influencing the perception of school teachers on English medium instruction. But eight variables are taken for this study. This study involves the samples from the Virudhunagar district only. Though there are three kinds (State board, ICSE and CBSE) of school system at secondary stage stage, this study involved state board system students only. Hence the finding of the present study need not necessarily be applicable to the ICSE and CBSE schools teachers. These are the delimitations of the present study.

The main focus of this study is an perception of school teachers on English medium instruction among the school teachers. This study reveals the perception of school teachers on English medium instruction. It will be highly useful for the planners, implementers and consumer in the field of education to make necessary reforms in curriculum reconstruction.

## **Perception of School Teachers on English Medium Instruction at Secondary Stage**

The empirical average score of perception of school teachers on English medium instruction at secondary stage is found to be 24.79, while the theoretical average is 18

only. This shows that the Perception of school teachers on English medium instruction at secondary stage is above the average level. In other words, school teachers have favourable perception on English medium instruction at secondary stage.

**DIFFERENTIAL STUDIES IN PERCEPTION OF SCHOOL TEACHERS ON ENGLISH MEDIUM INSTRUCTION**

Perception of School Teachers on English Medium Instruction and Independent Variables

**Table - 1**

**Statistical Measures and Results of test of Significance for difference between the Means of Perception of School Teachers on English Medium Instruction:**

**Independent Variables–Wise**

Variable	Sub-variables	N	M	SD	't' - value	Significance at 0.05 Level
Gender	Male	98	24.50	3.65	1.02	Not Significant
	Female	111	25.04	3.95		
Age	Upto 40	104	25.45	3.33	2.52	Significant
	41 and above	105	24.13	4.16		
School management	Govt	139	25.33	4.29	3.58	Significant
	Self-financing	70	23.70	2.29		
School locality	Rural	126	25.11	3.39	1.42	Not Significant
	Urban	83	24.30	4.36		
Specialization subject	Language	119	25.94	3.57	5.33	Significant
	Others	90	23.26	3.60		
Teaching experience	Upto 10 years	132	24.24	3.47	2.61	Significant
	11 and above years	77	25.72	4.20		
Books reading habit	Regularly	56	23.75	2.40	3.04	Significant
	Rarely	153	25.16	4.16		
Marital status	Married	175	24.24	3.84	7.26	Significant
	Unmarried	34	27.61	2.11		

Six out of eight independent variables took up in this study exerts significant influence on perception of school teachers on English medium instruction at secondary stage.

### **HYPOTHESES VERIFICATION**

- High school teachers have above the average level of perception on English medium instruction- Accepted
- Gender exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Rejected
- Age exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted
- School management exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted
- School locality exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Rejected
- Specialization subject exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted
- Teaching experience exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted
- Reading habit exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted
- Marital status exerts a significant influence on perception of school teachers on English medium instruction at secondary stage- Accepted

### **FINDINGS AND CONCLUSIONS**

- Perception of school teachers on English medium instruction at secondary stage is above the average level.
- Perception of school teachers on English medium instruction of at secondary stage is dependent upon
  - ✓ Age
  - ✓ School management
  - ✓ Specialization subject

- ✓ Teaching experience
- ✓ Reading habit
- ✓ Marital status
- Perception of school teachers on English medium instruction at secondary stage is independent upon
  - ✓ Gender
  - ✓ School locality
- Perception of school teachers on English medium instruction at secondary stage in favour of the teachers
  - ✓ who are upto 40 years of age than those who are 41 and above
  - ✓ who are working in government schools than self-financing schools
  - ✓ whose specialization is language than other subject
  - ✓ who have 11 and above years of experience than those who have upto 10 years of experience
  - ✓ who reads rarely than those who reads regularly
  - ✓ who are unmarried than those who are married

### **EDUCATIONAL IMPLICATIONS**

This study reveals that the school teachers who are upto 40 years of age, those who are working in government schools, who are handling language subject, who have 11 and above years of experience, who have reads book rarely and who are unmarried have favourable perception on English medium instruction at secondary stage than their respective counterparts. Hence the counterparts should be facilitated through proper training for developing their Perception on English medium instruction at secondary stage because reading writing and speaking in English is necessary component for job recruitment, getting admission in professional courses.

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**A COMPARATIVE STUDY ON COMPUTER KNOWLEDGE OF CAL CENTERED AND NON CAL CENTERED SCHOOLS AMONG V STANDARD STUDENTS IN NAMBIYUR BLOCK, ERODE DISTRICT**

**\* Dr.V.Nareshkumar & \*\* K.Prema**

***Abstract***

*The present study is aimed to compare the Computer Knowledge of CAL Centered and Non CAL Centered Schools among V Standard Students in Nambiyur Block, Erode District. In this study the investigator applied Survey research as a method. The population consisted of students studying V standard in primary & middle schools situated in Nambiyur block of Erode District. The sample for the present study consists of 50 V standard students studying in primary & middle schools in Nambiyur block Erode district. The sample was selected by using simple random sampling technique. The sample was further divided into two groups CAL centered Schools and Non - CAL centered Schools. Each group consists of 25 samples. For this study two point scale containing Twenty items with Yes or No type questions were taken and administered.*

***Key Words :*** *Computer Knowledge , CAL Centered and Non CAL Centered Schools.*

**INTRODUCTION**

Sarva Shiksha Abhiyan (SSA) was launched with the objective to achieve Universalization of Elementary Education and fulfill the constitutional mandate of providing free and compulsory education for life to the children of age group 6-14 years. The reduction in drop out and repetition rate, enhancement in the achievement levels and making learning joyful are some of the objectives of SSA. It was felt that use of Information and Communication Technology (ICT) and computers in the form of Computer Aided Learning (CAL) may help in achieving the said objectives. Keeping this

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in view, a component of computer education was kept under the Functional Head of 'Innovation' in the framework of SSA.

The main interventions required for introduction of CAL and making use of ICT in Elementary Education, as suggested by the Committee are training of the teachers, creation of infrastructure, development and production of State specific e-teaching/ learning material in local language and sensitization of the State-level statutory bodies like Board of Education and SCERT. CAL, Computer Aided Learning and is one of the most commonly used acronym in education. CAL has been used to implement the use of technology in learning and teaching and as Integrative technology to enhance the classroom teaching learning process.

### **AIM AND ACTIVITIES OF CAL**

The State brings a better balance between in bringing equity to rural and urban children by establishing new Computer Aided Learning centre's in the schools for promoting innovative use of CAL in Education. The State focuses on stimulating the development of e-learning and teaching contents of knowledge at primary and upper Primary level teachers CAL for education is now seen statewide as both a necessity and an opportunity. It contains three essential components that form part Hardware, Software (e-learning content) and training. Under these circumstances the Teaching Learning medium has been transformed and from Computer Education into Computer Aided Education. As an initial step, in 2004 each block has been equipped with four computers and the required peripherals have been installed. This Computer Aided Learning Centre's expanded in selected Primary, Middle, schools across the state.

### **OBJECTIVES**

- To find out the computer knowledge of Vth standard Students belonging to CAL centered and Non CAL centered schools.
- To find out the computer knowledge of boys in CAL centered Schools and Non CAL centered schools.
- To find out the computer knowledge of girls in CAL centered Schools and Non CAL centered schools.

**HYPOTHESES**

- There will be a significant mean score difference in computer knowledge of CAL centered and Non CAL centered school students in class V.
- There will be a significant mean score difference in computer knowledge of boys in CAL centered Schools and Non CAL centered schools.
- There will be a significant mean score difference in computer knowledge of girls in CAL centered Schools and Non CAL centered schools.

**METHODOLOGY**

In this study the investigator applied Survey research as a method. The population consisted of students studying V standard in primary and middle schools situated in Nambiyur block of Erode District. The sample for the present study consists of 50 V standard students studying in primary and middle schools in Nambiyur block Erode district. The sample was selected by using simple random sampling technique. The sample was further divided into two groups CAL centered Schools and Non - CAL centered Schools. Each group consists of 25 samples. For this study two point scale containing Twenty Yes or No type questions were taken and also validated by the investigator. Arithmetic mean, Standard Deviation and ‘t’ test were used for this study.

**ANALYSIS AND INTERPRETATIONS OF DATA**

**Table - 1**

**Mean, SD and ‘t’ Value of Computer Knowledge students in CAL centered and Non CAL centered schools**

Test	N	Mean	SD	‘t’ Value	Level of Significance at 0.01
Non- CAL centered School Students	25	8.48	1.93	7.80	Significant
CAL centered School Students	25	17.56			

The mean score of Non- CAL centered Schools and CAL centered Schools students computer knowledge are found to be 8.48 and 17.56 respectively. In order to find out the significant mean difference between Non- CAL centered Schools and CAL

centered Schools students the investigator calculated ‘t’ value, which is found to be 7.806. It is significant at 0.01 level. Hence the framed hypothesis is accepted.

**Table - 2**

**Mean, SD and ‘t’ Value of Computer Knowledge of Boys in CAL centered and Non CAL centered schools**

Test	N	Mean	SD	‘t’ Value	Level of Significance at 0.01
Non- CAL centered School Boys	12	6.84	1.93	2.12	Significant
CAL centered School Boys	13	9.08			

The mean score of Non- CAL centered Schools boys and CAL centered Schools boys computer knowledge are found to be 6.84 and 9.08 respectively. In order to find out the significant mean difference between Non- CAL centered Schools boys and CAL centered Schools boys the investigator calculated ‘t’ value, which is found to be 2.12 It is significant at 0.01 level. Hence the framed hypothesis is accepted.

**Table - 3**

**Mean, SD and ‘t’ Value of Computer Knowledge of Girls in CAL centered Schools and Non CAL centered Schools**

Test	N	Mean	SD	‘t’ Value	Level of Significance at 0.01
Non- CAL centered School Girls	13	6.52	1.96	2.08	Significant
CAL centered School Girls	12	8.89			

The mean score of Non- CAL centered Schools boys and CAL centered Schools boys computer knowledge are found to be 6.52 and 8.89 respectively. In order to find out the significant mean difference between Non- CAL centered Schools boys and CAL centered Schools boys the investigator calculated ‘t’ value, which is found to be 2.08 It is significant at 0.01 level. Hence the framed hypothesis is accepted.

## **FINDINGS**

- ✓ There is a significant difference in the mean scores of students in class V in their computer knowledge gained from CAL centered and Non CAL centered schools.
- ✓ There is a significant difference in the mean scores of boys in their computer knowledge gained from CAL centered Schools and Non CAL centered schools.
- ✓ There is a significant difference in the mean scores of girls in their computer knowledge gained from CAL centered Schools V standard Girls and Non CAL centered schools V standard Girls.

## **CONCLUSION**

It is concluded from the analysis of data that the computer knowledge of V standard students from CAL centered schools is better than that of the students from the Non - CAL centered schools. The children have been benefitted & capacity building on use of digital teaching learning material has been provided to the Schools. Apart from this enormous teaching learning materials in state specific languages have been developed especially in Mathematics, Science & Languages at primary level.

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**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS  
MANAGEMENT AMONG PROSPECTIVE TEACHERS**

***\*Dr.K.Karthigeyan***

***Abstract***

*The present study is aimed to examine the relationship between emotional intelligence and stress management of the prospective teachers (B.Ed Student Teachers). The study is conducted by using survey method in which a correlational (cross-sectional) design was employed. The variable namely Emotional Intelligence (EI) is considered as independent variable and Stress Management (SM) is considered as dependant variable. The sample of the study consisted of 300 prospective teachers studying Bachelor of Education (B.Ed) course in teacher education institutions in Erode district of Tamilnadu state selected by using random sampling techniques. In order to collect data from the sample the researcher has administered the Emotional Intelligence Scale and Stress Management Scale among the sample. The statistical techniques such as descriptive analysis (Mean and Standard Deviation), Differential analysis ('t' test and ANOVA) and correlation analysis were used to analyse the data and test the hypotheses. The results revealed that the level of emotional intelligence and stress management were high among the prospective teachers. Even though they differed in their level of emotional intelligence and stress management with respect to the demographic variables. The correlation analysis stated that there is a significant positive relationship existed between emotional intelligence and stress management of prospective teachers.*

***Key Words :*** *Emotional Intelligence, Stress Management and Prospective Teachers.*

**INTRODUCTION**

Emotional Intelligence (EI) has an important role in forming the person. Today people are face with complex and challenging work life. When we observe around in the work place, too many problems occur. That all problems can make all people down in

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stress disease in small quantities. Stress is good if it can motivate and help people more productive. However, too much stress or strong responses to stress are harmful. Particularly, in service organizations sometimes called direct person related job like teaching at various levels, that primary task is to modify the students physically, emotionally and psychologically. In human services, the performance of service occupations is inherent to strain and emotions which may lead to sense of stress (Logendran Mayuran, 2013).

Over the last decade Emotional Intelligence (EI) has drawn significant interest from academics and human resource practitioners throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. Related studies highlighted the need for examination of emotional intelligence as an overarching concept to management stress. Since stress is very common in teaching professionals due to multiple reasons, that demand the solution. For this, the EI competencies found very effective to prevent stress among the teachers. Wong and Peng (2010) found that emotional intelligence is important for the success of teachers and indicated that the teaching profession requires both teachers and school leaders to have high levels of emotional intelligence. Practically, this implies that in selecting, training and developing teachers and school leaders, emotional intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers as well as prospective teachers those who are under training in teaching profession. Hence an attempt has been made to establish the relationship between EI and stress management among the prospective teachers.

## **EMOTIONAL INTELLIGENCE (EI) AND STRESS**

The notion of Emotional Intelligence (EI), popularised in the 1990's by Daniel Goleman (1995) and many subsequent magazine and newspaper articles, was first proposed in the psychological press by Salovey and Mayer (1990) as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". The concept of stress, first described by Cannon in 1931 as the "fight or flight" response, is complex, to such a

degree that there is no formal agreement on a single definition (Riggio, 2009). Stress can be described as a call to action (e.g. defence or protection) by the body based on environmental triggers including threats and dangers (Slaski & Cartwright, 2003). Ramesar et al. (2009) defined stress as “any event that places a demand on the body, whether mentally or physically”, where such a demand exceeds personal resources.

The study of stress and emotional intelligence covers a wide area of research study from health psychology to organisational psychology. Research studies conducted in this area disclosed that stress can be moderated by EI (Cheng-Ping & Fang-Jiu, 2010; Ramesar, Koortzen, & Oosthuizen, 2009; YuChi, 2011), although other studies have indicated that EI does not moderate stress (Matthews et al., 2006). Anand and UdayaSuriyan (2010) reported that EI has increased with age and experience and that EI also correlated with good leadership practice, in particular related to imparting knowledge to others. This research also recommended EI training for executives to improve their effectiveness. Slaski and Cartwright (2002) reported that high scores in EI indicated lower stress, better health and better performance. Bar-On (2000) has stated that emotional intelligence is a factor of abilities, adequacy, and unknown skills that affects the ability of individual to succeed in overcoming stress and environmental stress.

### **SIGNIFICANCE OF THE STUDY**

Emotional Intelligence is one of the major aspects of the human growth and development. Every person’s life is full of various types of emotions. Emotions are very important and an inseparable part of a person’s life. Emotions generate a lot of energy which may be destructive to life. Emotions like love, anger, fear etc. play a great role in the development of an individual’s personality. Social, moral and aesthetic developments are also controlled by his emotional behavior and experience. The overall importance of emotional experience in the life of a human being makes it quite essential to know about the emotions. Since teaching is a complex and challenging profession teachers have to control over their emotions irrespective of their occupational stress. Similarly prospective teachers those who are getting training in teaching have to control their emotions and manage their academic stress irrespective of their personal factors, nature of training, study environment and work load, etc. A greater knowledge of EI and its effect can be beneficial for teachers and practicing teachers. Increasing one’s emotional

intelligence is predictive of better stress management. Improved emotional intelligence skills will help an individual to understand and manage the emotions of one and others better which will lead to success in academic aspects and also in day to day life situation. Hence the present study is conducted to identify the relationship between emotional intelligence and stress management among prospective teachers.

### **OBJECTIVES**

- To find out the level of emotional intelligence of the prospective teachers.
- To find out the level of stress management of the prospective teachers.
- To find out the level of emotional intelligence of the prospective teachers based on their gender, locality, year of study, birth order, marital status and family type.
- To find out the level of stress management of the prospective teachers based on their gender, locality, year of study, birth order, marital status and family type.
- To find out the relationship between emotional intelligence and stress management of the prospective teachers.

### **HYPOTHESES**

- The level of emotional intelligence is moderate among the prospective teachers.
- The level of stress management is moderate among the prospective teachers.
- There is no significant difference in the level of emotional intelligence among the prospective teachers based on their gender, locality, year of study, birth order, marital status and family type.
- There is no significant difference in the level of stress management among the prospective teachers based on their gender, locality, year of study, birth order, marital status and family type.
- There is a positive relationship exists between emotional intelligence and stress management of the prospective teachers.

### **METHODOLOGY**

The present study is conducted by using survey method in which a correlational (cross-sectional) design was employed. The variable namely Emotional Intelligence (EI) is considered as independent variable and Stress Management (SM) is considered as dependant variable. The sample of the study consisted of 300 prospective teachers studying Bachelor of Education (B.Ed) course in teacher education institutions in Erode

*International Journal of Pedagogical Studies (IJPS) Vol:6/Issue:1/Aug 2018/ ISSN:2321-2306 ~ 65 ~*



district of Tamilnadu state. The sample was selected by using random sampling techniques. In order to collect data from the sample the researcher has constructed and administered the Emotional Intelligence Scale and Stress Management Scale among the prospective teachers. The Emotional Intelligence Scale is consisted of 35 items and Stress Management Scale has 25 items, framed with four point scale (Strongly agree / Agree / Disagree / Strongly disagree). The standardization norms of the tools were established and reliability was established by using Cronbach Alpha. The reliability value of Emotional Intelligence Scale is 0.82 and Stress Management Scale is 7.89. The statistical techniques such as descriptive analysis (Mean and Standard Deviation), differential analysis ('t' test and ANOVA) and correlation analysis were used to analyse the data and test the hypotheses.

**DATA ANALYSIS AND INTERPRETATIONS**

**Table - 1**

**Mean Score Differences in the Level of Emotional Intelligence of Prospective Teachers based on Demographic Variables**

*Maximum Mean = 140*

Demographic Variables		N	Mean	SD	't' Value
Overall		300	110.34	9.51	
Gender	Male	76	110.18	9.98	0.24 NS
	Female	224	110.49	9.06	
Locality	Rural	135	107.59	8.96	4.69 S
	Urban	165	112.58	9.39	
Year of study	XI first	152	109.30	8.85	1.92 NS
	XII second	148	111.40	10.07	
Family Type	Nuclear Family	258	110.47	9.56	0.60 NS
	Joint Family	42	109.52	9.29	
Marital Status	Unmarried	182	108.92	9.44	3.26 S
	Married	118	112.53	9.24	

S = Significant at 0.05 level, NS = Not Significant at 0.05 level

The table 1 showed that the mean value of emotional intelligence of prospective teachers is 110.34 which stated that the level of emotional intelligence is high among the

prospective teachers. Hence the hypothesis, the level of emotional intelligence is moderate among the prospective teachers is not accepted.

It is revealed from the table that the calculated ‘t’ values (0.24, 1.92, 0.60) are lesser than the table value 1.96 at 0.05 level of significance. Hence it is stated that there is no significant difference existed among the prospective teachers in their level of emotional intelligence based on their gender, year of study and family type. On the other hand the calculated ‘t’ values (4.69 , 3.26) are greater than the table value 1.96 at 0.05 level of significance which stated that there is a significant difference existed among the prospective teachers in their level of emotional intelligence based on their locality and marital status. The mean score differences showed that prospective teachers in urban locality had (112.58) higher level of emotional intelligence than their rural counterparts (107.59) and those who have married had (112.53) higher level of emotional intelligence than unmarried (108.92) prospective teachers.

Hence the null hypothesis is accepted in the case of gender, year of study and family type whereas not accepted in the case of locality and marital status.

**Table - 2**  
**Mean Score Differences in the Level of Stress Management of Prospective Teachers based on Demographic Variables**

*Maximum Mean = 100*

Demographic Variable		N	Mean	SD	‘t’ Value
Overall		300	75.01	6.60	
Gender	Male	76	73.75	6.41	2.99 S
	Female	224	76.34	6.56	
Locality	Rural	135	73.01	5.94	4.17 S
	Urban	165	76.65	6.67	
Year of Study	first	152	74.38	5.85	1.71 NS
	second	148	75.66	7.25	
Family Type	Nuclear	258	74.88	6.61	0.84 NS
	Joint	42	75.81	6.55	
Marital Status	Unmarried	182	74.00	6.22	3.39 S
	Married	118	76.58	6.85	

S = Significant at 0.05 level,

NS = Not Significant at 0.05 level

The table 2 showed that the overall mean value of stress management among prospective teachers is 75.01 which stated that the level of stress management is high among the prospective teachers. Hence the hypothesis, the level of stress management is moderate among the prospective teachers is not accepted.

It is revealed from the table that the calculated ‘t’ values ( 2.99, 4.17, 3.39) are greater than the table value 1.96 at 0.05 level of significance. Hence it is stated that there is a significant difference existed among the prospective teachers in their level of stress management based on their gender, locality and marital status. The mean score differences showed that female prospective teachers had (76.34) higher level of stress management than male counterparts (73.75), prospective teachers in urban locality had (76.65) higher level of stress management than their rural counterparts (73.01) and those who have married had (76.58) higher level of stress management than unmarried (74.00) prospective teachers. On the other hand the calculated ‘t’ values (1.71, 0.84) are lesser than the table value 1.96 at 0.05 level of significance which stated that there is no significant difference existed among the prospective teachers in their level of stress management based on their year of study and family type.

Hence the null hypothesis is accepted in the case of year of study and family type whereas not accepted in the case of gender, locality and marital status.

**Table - 3**

**Differences in the Level of Emotional Intelligence and Stress Management among the Prospective Teachers based on their Birth Order (First / Second / Third child)**

<b>Analysis of Variance - ANOVA</b>					
<b>Variable</b>	<b>Source of variation</b>	<b>Sum of squares</b>	<b>Degrees of freedom</b>	<b>Mean Square Variance</b>	<b>Calculated ‘F’ value</b>
Emotional Intelligence	Between	95.78	2.00	47.90	0.59 NS
	Within	26959.22	297.00	90.78	
Stress Management	Between	153.42	2.00	76.71	1.78 NS
	Within	12874.58	297.00	43.35	

NS = Not Significant at 0.01 level

It is revealed from the table 3 that the calculated ‘F’ values (0.59, 1.78) are lesser than the table value at 0.01 level of significance that stated that there is no significant difference existed among the prospective teachers in their level of emotional intelligence as well as stress management based on their birth order. Hence the null hypothesis is accepted.

**Table - 4**  
**Relationship between Emotional Intelligence and Stress Management of Prospective Teachers**

Variables		N	‘ r ’ value	‘ p ’ value
Independent Variable	Dependent Variable			
Emotional Intelligence	Stress Management	300	0.495 **	.000

\*\* = Correlation is significant at 0.01 level. ( p < 0.01)

It is inferred from the above table that the calculated ‘γ’ value (0.495) is significant at 0.01 level of significance. It stated that there is a significant positive relationship existed between Emotional Intelligence and Stress Management of prospective teachers. Hence the hypothesis is accepted.

**FINDINGS AND CONCLUSION**

Based on the analysis it is found that the level of emotional intelligence and stress management are high among the prospective teachers. Though the level is high, the prospective teachers differed in their level of emotional intelligence and stress management. It is found that there is no significant difference existed among the prospective teachers in their level of emotional intelligence based on their gender, year of study, birth order and family type; whereas there is a significant difference existed based on their locality and marital status. The prospective teachers in urban locality had higher level of emotional intelligence than their rural counterparts and those who have married had higher level of emotional intelligence than unmarried prospective teachers. Results also stated that there is a significant difference existed among the prospective teachers in their level of stress management based on their gender, locality and marital status. The female prospective teachers had higher level of stress management than male

counterparts, prospective teachers in urban locality had higher level of stress management than their rural counterparts and those who have married had higher level of stress management than unmarried prospective teachers. On the other hand there is no significant difference existed among the prospective teachers in their level of stress management based on their year of study, birth order and family type. The correlation analysis stated that there is a significant positive relationship existed between emotional intelligence and stress management of prospective teachers.

Based on the results it is concluded that prospective teachers with higher levels of emotional intelligence can manage their stress and stressful situation. It is therefore reasonable to state that increasing one's emotional intelligence is predictive of better stress management. Improved emotional intelligence skills will help an individual to understand and manage the emotions of one and others better which will lead to success in academic aspects and also in day to day life situation. There is a need to develop emotional intelligence competencies in individuals for improving academic as well as workplace's performance and practices. Hence teachers, educators and educational institutions may conduct training programmes for prospective teacher's psychological and social betterment.

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**RESEARCH ATTITUDE OF PROSPECTIVE TEACHER EDUCATORS IN  
SALEM DISTRICT**

*\*P.Sarathkumar & \*\*Dr.C.Shankar*

**Abstract**

*The present investigation is intended to study on the research attitude of prospective teacher educators in Salem district to know the level of research attitude among them. It is a normative study adopting the survey method, and simple random sampling technique to a randomly selected 150 prospective teacher educators in Salem District. The research attitude scale used for the present study was five point rating scale which is developed and standardized by the Papanastasiou's (2002) based on the Likert's scale and was used in this investigation. The findings of the study have shown that the research attitude of the prospective teacher educators was not normal and the overall research attitude of prospective teacher educators was average.*

**Key Words:** *Research Attitude and Prospective Teacher Educators.*

**INTRODUCTION**

Research is the systematic process in education for collecting and analyzing information to increase our understanding of the phenomenon under study. Research has become important and intellectual equipment for the human beings to change their life style according to the needs and necessities of the society. Research opens new frontiers in all the fields like Medicine, Agriculture, Space, Business, and also in Education. For instance, one of the important objectives of teacher education is to create awareness and understanding of importance of research in the classroom. Thus action research became a

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part of the syllabus where in, the students are expected to prepare action plans and implement the same during their practice teaching sessions. This is also strengthened in the post graduate programme of education.

## **ATTITUDE**

Attitude is an idea that comes from emotional content, beliefs, pre-dispositions, prejudices etc. An attitude is a state of mental readiness or set which predisposes an individual to react more quickly to a stimulus than to other stimuli. Attitude is more or less permanent enduring state of readiness of mental organization, which predisposed an individual to react in a characteristics way to any subject or situation with which it is related. Attitude is a set of feelings, desires, fears, convictions, prejudices or other emotional tendencies that give an individual readiness to act because of his varied experiences. The characteristics of the attitude are strength, complexity, importance, interconnectedness and functionality.

## **SIGNIFICANCE OF THE STUDY**

Many prospective teacher educators have concerns about learning research concepts. The relationships between students' research and their personal and professional characteristics, research anxiety and attitude toward research are to be investigated in this study. By eliciting feedback from student teachers and teacher educators about which aspects of the research process create various levels of anxiety, a picture may emerge which helps explain why so many students fail to complete the thesis or dissertation. The results of this study could help and prepare prospective teacher educators to better understand their attitudes toward research and will enable them to increase the research attitude.

## **OBJECTIVES**

The main objectives of the study are given below.

- To know the normality of the research attitude of prospective teacher educators.
- To know the overall level of research attitude of prospective teacher educators.



## **HYPOTHESES**

- The distribution of scores of research attitude of prospective teacher educators is not normal.
- The overall level of research attitude of prospective teacher educators is low.

## **METHODOLOGY**

In the present study of determining the Research Attitude of Prospective Teacher Educators in Salem District, the investigator has adopted the normative survey method. The population for the present study is the Prospective Teacher Educators who are studying first and second year M.Ed. course in Six self financing Colleges of Education in Salem District. The sample selected from the total population was only 150. The sample was selected according to the principle of random sampling technique. The Research Attitude scale used for the present study is five point rating scale which is developed and standardized by the Papanastasiou's (2002) based on the Likert's scale. A pilot study was conducted to thirty prospective teacher educators to ensure validity and reliability of the research tool.

## **ANALYSIS OF DATA AND INTERPRETATIONS**

Descriptive analysis involves calculation of the measure of central tendencies and the measures of variability. The computed values of the mean and the standard deviation are used to describe the properties of the particular sample. Descriptive analysis limits generalizations to the particular group of sample observed. Much simple research involves descriptive analysis and provides valuable information about the nature of the research attitude of the particular group of individuals. The mean, median, mode, standard deviation, skewness, kurtosis and standard error of mean scores of the prospective teacher educators are presented in Table.1.

### **Hypothesis: 1**

The distribution of scores of research attitude of prospective teacher educators is not normal.

The normality on the scores of research attitude of prospective teacher educators is given in Table.1 to study the deviation from the normal distribution property from the scores on the collected data.

**Table - 1**

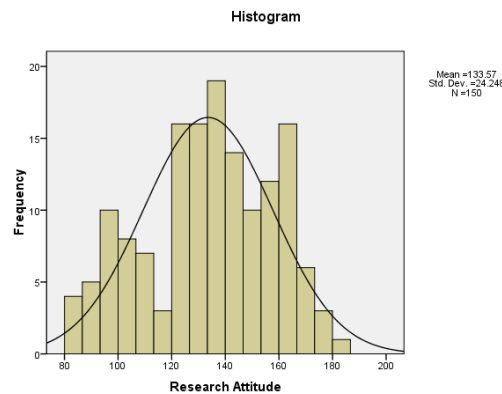
**Distribution of Scores on Research Attitude of Prospective Teacher Educators**

<b>N</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>SEM</b>	<b>SD</b>	<b>S</b>	<b>K</b>	<b>R</b>	<b>Min</b>	<b>Max</b>
150	133.57	132.00	131.00	1.98	24.24	-0.228	-0.800	100	82	182

S-Skewness, K- Kurtosis, Min-Minimum, Max-Maximum, SEM- Standard Error of Mean, R-Range

From the above Table.1 the ascending order of scores arrangement revealed that the minimum score of the research attitude of prospective teacher educators was 82 and the maximum score was 182 and confirmed existence of higher score range difference(R=100). The result further indicated that the Mean (133.57), Median (135.00) and Mode (120.00) didn't coincide with the normal distribution of the curve. The mean value 133.57 indicates that the whole sample have average category in the research attitude (i.e. 157.86 to 109.28). The further verification was made with regard to skewness and kurtosis. The skewness value was found as -0.228 which was found against the zero normal value and kurtosis was -0.800 against the standard value of 0.263. The whole distribution was negatively skewed and tending to be platykurtic in nature. The negative kurtosis values indicate the curve is slightly aligned on the left side of the normal distribution of the curve. Thus the investigator concluded that the scores obtained by prospective teacher educators on research attitude deviates slightly from the normality. The following Figure.1 shows the histogram of research attitude score that slightly deviates from the normality.

**Figure - 1**  
**Histogram Showing the Normality factor of Research Attitude of Prospective Teacher Educators**



The distribution of scores of **research attitude** of Prospective Teacher Educators is slightly deviates from the normal.

**Hypothesis: 2**

The overall level of research attitude of prospective teacher educators is low.

**Table – 2**  
**Showing the Mean, Standard Deviation of the Sample and Sub-Sample with respect to Research Attitude of Prospective Teacher Educators**

Main Variable	N	Mean	SD	Level
Research Attitude	150	133.57	24.248	Average

The above Table.2 shows that mean (133.57) and standard deviation (24.248) values of research attitude of prospective teacher educators. The result reveals that, prospective teacher educators have average research attitude.

**CONCLUSION**

The findings of the present study reveals that prospective teacher educators have average a research attitude. A systematic study of research methodology is an urgent necessity for doing quality research. The teacher educators should teach and create conducive climate to the prospective teacher educators to study the different research

methods, techniques, and designs in doing research. Simple action researches can be undertaken by researchers compulsorily at master degree level. The prospective teacher educators must have self motivation to engage themselves to do more researches to pursue quality in research work in education and to increase their research attitude.

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**SOCIAL ADJUSTMENT OF B.Ed. STUDENTS IN DON BOSCO COLLEGE OF  
EDUCATION IN DHARMAPURI**

*\*Fr. M. Maria Louis*

**Abstract**

*This research study is focused on the Social Adjustment of B.Ed. students in Don Bosco College of Education in Dharmapuri. The sample size of the study is 157. The main objectives of the study are to assess the level of social adjustment among B.Ed. students and to find out the significant difference in the Social Adjustment of B.Ed. Students with regard to their Gender, Family Type, Locality, Birth Order and Parental Educational Qualification. The major finding of the study shows that B.Ed. Students in Don Bosco College of Education have an average level of social adjustment.*

**Key Words:** *Social Adjustment and B.Ed. Students.*

**INTRODUCTION**

Social adjustment involves the ability to solve one's personal problems in a socially acceptable and constructive way. Gates, A. & Jersild, A. state "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment". A well social adjusted person will have sound physical health, free from psychological diseases, conflict, anxiety, worries, depression and tension. He / She will be efficient in his / her occupation or profession as he / she is able to get along with others and be socially accepted. Jain (2012) defined social adjustment as an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best as one can" is called adjustment.

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## **SIGNIFICANCE OF THE STUDY**

This investigation is aimed at identifying the level of Social Adjustment of B.Ed. Students in Don Bosco College of Education and Research Institute, Dharmapuri. The study may help the teacher educators and parents to maintain the optimum level of social adjustment of B.Ed. students. It may help the student teachers to realize the importance of social adjustment.

## **OBJECTIVES**

- To assess the level of Social Adjustment of B.Ed. students.
- To find out the significant difference in the Social Adjustment of B.Ed. Students with regard to their Gender, Type of Family, Birth Order, Locality and Parental Educational Qualification.

## **HYPOTHESES**

- The level of Social Adjustment of B.Ed. students is high.
- There is no significant difference in the Social Adjustment of B.Ed. Students with regard to their Gender, Type of Family, Birth Order, Locality and Parental Educational Qualification.

## **METHODOLOGY**

The study is conducted by using survey method. The population of the study is composed of B.Ed. students who are studying in Don Bosco College of Education and Research Institute. The researcher has adopted the tool namely Social Adjustment Inventory developed and standardized by Huge M. Bells to collect the data from the sample of 157 students. For the analysis of data percentage analysis, descriptive and differential analysis were used.

**Table - 1**  
**Distribution of Sample**

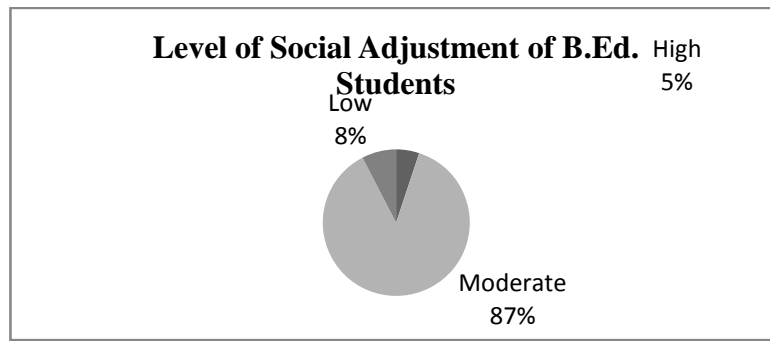
Category	Sub Groups	Number	Percentage %	Total
Gender	Male	28	17.83	157
	Female	129	82.17	
Type of Family	Nuclear Family	105	66.88	157
	Joint Family	52	33.12	
Birth Order	First	61	38.85	157
	Second and Below	96	61.15	
Location	Urban	34	21.66	157
	Rural	123	78.34	
Parental Educational Qualification	Educated	39	24.84	157
	Uneducated	118	75.16	

**ANALYSIS OF DATA AND INTERPRETATIONS**

**Table - 2**  
**Level of Social Adjustment of B. Ed Students**

Level of Social Adjustment	Score Limit	Percentage of B.Ed. students	
High social adjustment	0 to 9	8	5.09%
Moderate social adjustment	10 to 26	137	87.26%
Low social adjustment	27 to 35	12	7.64

From the above Table No. 2, it is inferred that 87.26% of B.Ed. students have moderate level of social adjustment. 5.09% and 7.64% of B.Ed. students have high and low level of social adjustment.



**Table - 3**

**Differences in the Level of Social Adjustment of B. Ed. Students  
Based on Demographic Variables**

Demographic Variables	Group	N	Mean	Standard Deviation	t-value	Level of Significance at 0.05
Gender	Male	28	19.36	5.42	0.22	NS
	Female	129	19.11	5.21		
Family Type	Nuclear	105	19.33	5.61	0.07	NS
	Joint	52	19.27	4.91		
Birth Order	First	61	19.59	5.01	0.51	NS
	Second And Below	96	19.13	5.60		
Locality	Rural	123	19.09	5.45	0.99	NS
	Urban	34	20.12	5.08		
Parental Educational Qualification	Educated	39	17.54	5.26	2.41	S
	Uneducated	118	19.90	5.30		

**RESULTS BASED ON DEMOGRAPHIC VARIABLES**

**Gender :** Table 3 shows that calculated ‘t’ value is smaller than critical value (0.22<1.66) at 0.05 level of significance. Therefore the null hypothesis is accepted and it is concluded



that there is no significant difference in Male and Female B. Ed students with respect to their social adjustment.

**Family Type:** Since the calculated 't' value is smaller than critical value ( $0.07 < 1.66$ ) at 0.05 level of significance the null hypothesis is accepted and it is concluded that there is no significant difference in the social adjustment of B.Ed. students belonging to nuclear and joint families.

**Birth Order:** Since the calculated 't' value is smaller than critical value ( $0.52 < 1.66$ ) at 0.05 level of significance the null hypothesis is accepted and it is concluded that there is no significant difference in the social adjustment of B.Ed. students with respect to their birth order.

**Locality:** Since the calculated 't' value is smaller than critical value ( $0.99 < 1.66$ ) at 0.05 level of significance the null hypothesis is accepted and it is concluded that there is no significant difference in the social adjustments of B.Ed. students with respect to their locality.

**Parental Educational Qualification:** Since the calculated 't' exceeds the critical value ( $2.41 > 1.66$ ) at 0.05 level of significance the null hypothesis is rejected and it is concluded that there is a significant difference in the social adjustments of B.Ed. students with respect to their parental educational qualification.

## **FINDINGS**

- A majority (87.26%) of the B.Ed. students in Don Bosco College of Education was found to possess Moderate Level of Social Adjustment and 5.09% were found to possess high level of social adjustment, and 7.64 % of the B.Ed. students possess low level of social adjustment.
- There was no significant difference in social adjustment of Male and Female B.Ed. students.
- There was no significant difference in the level of social adjustment of B.Ed. students based on their family type, birth order and locality.
- There was significant difference in the level of social adjustments of B.Ed. students with respect to their parental educational qualification.

## **CONCLUSION**

Social adjustment plays a vital role in the life of every individual and in smooth interaction with others. The study is useful to identify to what extent the B.Ed. teacher trainees possess the quality of Social Adjustment and effective steps may be taken to enhance where social adjustment is low. This calls for priority based action on the part of academicians, policy makers, families and all the troubled stakeholders to devise measures to facilitate better adjustment skills among the B.Ed. Students. In order to improve the social adjustment among the student teachers the teacher training institutes should train the teacher trainees in life skills to enable them handle their students better. The curriculum should be need based and life oriented so that they learn to adjust to varying conditions. Teacher trainees must be trained to introspect themselves and develop new strategies to mould themselves to the changing conditions in schools.

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**A STUDY ON EMOTIONAL MATURITY AMONG HIGH SCHOOL  
TEACHERS**

*\* A. Vences Cyril*

***Abstract***

*The objective of the study was to find out the level of emotional maturity among high school teachers. The emotional maturity of a teacher influences teachers' teaching and students' learning. Emotionally mature teachers are likely to produce emotionally balanced learners. emotional maturity is an important aspect in the behaviour of a teacher. The issue of emotional maturity of teachers is being addressed more and more these days. A good teacher is someone who knows and loves his subject and communicates it to the students. One thing is sure that the teachers who have the emotional maturity do it successfully. Survey method was used for the investigation. 800 high school teachers of Dindigul and Madurai districts were used as sample for the study. The investigator have developed and validated the tool, Emotional Maturity for high school teachers (AVSEM).*

***Key Words:*** *Emotional Maturity and High School Teachers.*

**INTRODUCTION**

“Emotional maturity” is the combination of two words i.e. Emotion and Maturity. The word emotion means ‘to stir up’ or ‘to excite’ and so it refers to use stirred up or disturbed state of mind. In this state people say and do things, which they would not normally say and do (Schinder and Attili, 1989). Emotional maturity is defined as how well one is able to respond to situations, control one’s emotions and behave in an adult manner when dealing with others. Emotional maturity is the conglomeration of characteristics indicating that a person is well balanced in a number of psychological and behavioural dimensions (Wart and Suino, 2012). The most outstanding mark of

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emotional maturity, according to Cole (1944) is ability to bear tension. The other mark is on indifference toward certain kinds of stimuli that affect a person and he/she develops moodiness and sentiment. Emotional maturity describes the process of becoming more intelligent about one's emotions and relationships (Goleman, 1999).

### **SIGNIFICANCE OF THE STUDY**

The emotional maturity of teachers should find expression in all domains, whether it is teaching, talking, playing or walking. Emotionally mature teachers are likely to produce emotionally balanced learners and this transfer of maturity enables a teacher to manage or control his class irrespective of the conditions it has. If the teachers are emotionally matured, they can manage the situations effectively. When the teachers think, plan and be aware of their classroom activities, they would be emotionally balanced and stable. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting. So the investigator has taken up this study on emotional maturity among high school teachers.

### **OBJECTIVES**

- To find out the level of emotional maturity among high school teachers
- To find out the level of emotional maturity among high school teachers with regard to gender
- To find out the level of emotional maturity among high school teachers with regard to location of school

### **HYPOTHESES**

- The level of emotional maturity among high school teachers is average
- The level of emotional maturity among high school teachers is average with regard to gender
- The level of emotional maturity among high school teachers is average with regard to location of school

## **DELIMITATIONS**

- The study is limited to high school teachers of Dindiguland Madurai districts only.
- The investigator has chosen 800 high school teachers as sample for the study.

## **REVIEW OF RELATED STUDIES**

Review as an important process in research. A summary of the writings of recognized authorities and of previous researches provide evidence that the researcher is familiar with what is already known and what is still unknown and untested because research becomes effective when it is done based on past knowledge (Best and Khan, 2007).

Okcu and Cetin (2017) made a study on the relationship among the level of mobbing experience, job satisfaction and burnout levels of primary and secondary school teachers. The findings of the study were: (a) there was a negative and medium-level relationship between the teachers' level of exposure to mobbing towards their profession or social relationships and their job satisfaction levels; (b) there was a positive and medium-level relationship between the teachers' level of exposure to mobbing towards their profession or social relationships and their burnout levels; (c) a negative and low-level relationship between their internal and external job satisfaction levels and their burnout perceptions; and (d) there was a positive relationship between mobbing towards their profession and social relationships was a stronger predictor of burnout level in comparison to job satisfaction.

Prabhakaran (2016) made a study on emotional maturity and decision-making of B.Ed. students. The findings of the study were: (a) there was a significant difference between nuclear and joint family B.Ed. students in their lack of independence; (b) there was a significant difference between married and unmarried B.Ed. students in their lack of independence; (c) there was a significant difference between day scholar and hosteller B.Ed., students in their emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity; and (d) there was a significant association between family income of B.Ed. students and their emotional instability and lack of independence.

**METHOD USED**

The investigator has adopted survey method in this study for A study onemotional maturity among high school teachers.

**POPULATION AND SAMPLE**

The population of the present study consists of high school teachers those who are handling classes from sixth to tenth standard. The sample consists of 800 randomly selected teachers from 78 randomly selected high and higher secondary schools in Dindigul and Madurai districts.

**TOOL USED**

This study aims to evaluate the level of emotional maturityamong high school teachers. For the present study the investigator developed the Scale on Emotional Maturity.

**STATISTICS TECHNIQUES USED**

Percentage analysis was used in this study.

**ANALYSIS OF DATA**

**Table - 1**

**Level of Emotional Maturity among High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Manifestation	162	20.3	516	64.5	122	15.3
Emotional Stability	130	16.3	537	67.1	133	16.6
Emotional Self-Awareness	117	14.6	576	72.0	107	13.4
Emotional Adjustment	111	13.9	564	70.5	125	15.6
Emotional Adequacy	127	15.9	548	68.5	125	15.6
Emotional Maturity	137	17.1	522	65.3	141	17.6

It is inferred from the above table that the level of emotional maturity and its dimensions among high school teachers in terms of total sample are moderate.

Among the sample,

- a) 20.3% of them have low, 64.5% of them have moderate and 15.3% of them have high level emotional manifestation.
- b) 16.3% of them have low, 67.1% of them have moderate and 16.6% of them have high level emotional stability.
- c) 14.6% of them have low, 72.0% of them have moderate and 13.4% of them have high level emotional self-awareness.
- d) 13.9% of them have low, 70.5% of them have moderate and 15.6% of them have high level emotional adjustment.
- e) 15.9% of them have low, 68.5% of them have moderate and 15.6% of them have high level emotional adequacy.
- f) 17.1% of them have low, 65.3% of them have moderate and 17.6% of them have high level emotional maturity.

**Table - 2**

**Level of Emotional Maturity among High School Teachers with regard to Gender**

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Emotional Manifestation	Male	66	26.4	152	60.8	32	12.8
	Female	96	17.5	364	66.2	90	16.4
Emotional Stability	Male	52	20.8	155	62.0	43	17.2
	Female	78	14.2	382	69.5	90	16.4
Emotional Self-Awareness	Male	50	20.0	166	66.4	34	13.6
	Female	67	12.2	403	73.2	80	14.6
Emotional Adjustment	Male	44	17.6	178	71.2	28	11.2
	Female	67	12.2	386	70.2	97	17.6
Emotional Adequacy	Male	44	17.6	168	67.2	38	15.2
	Female	83	15.1	380	69.1	87	15.8
Emotional Maturity	Male	66	26.4	145	58.0	39	15.6
	Female	71	12.9	377	68.5	102	18.5

It is inferred from the above table that the level of emotional maturity and its dimensions among high school teachers with regard to gender are moderate.

Among the sample,

- a) 26.4% of male and 17.5% of female high school teachers have low, 60.8% and 66.2% of them have moderate and 12.8% and 16.4% of them have high level of emotional manifestation.
- b) 20.8% of male and 14.2% of female high school teachers have low, 62.0% and 69.5% of them have moderate and 17.2% and 16.4% of them have high level of emotional stability.
- c) 20.0% of male and 12.2% of female high school teachers have low, 66.4% and 73.2% of them have moderate and 13.6% and 14.6% of them have high level of emotional self-awareness.
- d) 17.6% of male and 12.2% of female high school teachers have low, 71.2% and 70.2% of them have moderate and 11.2% and 17.6% of them have high level of emotional adjustment.
- e) 17.6% of male and 15.1% of female high school teachers have low, 67.2% and 69.1% of them have moderate and 15.2% and 15.8% of them have high level of emotional adequacy.
- f) 26.4% of male and 12.9% of female high school teachers have low, 58.0% and 68.5% of them have moderate and 15.6% and 18.5% of them have high level of emotional maturity.



**Table 3**  
**Level of Emotional Maturity among High School Teachers with regard to**  
**Location of School**

Dimensions	Location of School	Low		Moderate		High	
		N	%	N	%	N	%
Emotional Manifestation	Rural	59	25.0	142	60.2	35	14.8
	Urban	103	18.3	374	66.3	87	15.4
Emotional Stability	Rural	47	19.9	159	67.4	30	12.7
	Urban	83	14.7	378	67.0	103	18.3
Emotional Self-Awareness	Rural	39	16.5	155	65.8	42	17.7
	Urban	78	13.8	403	71.4	83	14.8
Emotional Adjustment	Rural	48	20.3	157	66.5	31	13.1
	Urban	63	11.2	407	72.2	94	16.7
Emotional Adequacy	Rural	40	16.9	159	67.4	37	15.7
	Urban	87	15.4	389	69.0	88	15.6
Emotional Maturity	Rural	55	23.3	149	63.1	32	13.6
	Urban	82	14.5	373	66.1	109	19.3

It is inferred from the above table that the level of emotional maturity and its dimensions of high school teachers with regard to location of school are moderate.

Among the sample,

- a) 25.0% of high school teachers from rural and 18.3% from urban schools have low, 60.2% and 66.3% of them have moderate and 14.8% and 15.4% of them have high level of emotional manifestation.
- b) 19.9% of high school teachers from rural and 14.7% from urban schools have low, 67.4% and 67.0% of them have moderate and 12.7% and 18.3% of them have high level of emotional stability.
- c) 16.5% of high school teachers from rural and 13.8% from urban schools have low, 65.8% and 71.4% of them have moderate and 17.7% and 14.8% of them have high level of emotional self-awareness.

- d) 20.3% of high school teachers from rural and 11.2% from urban schools have low, 66.5% and 72.2% of them have moderate and 13.1% and 16.7% of them have high level of emotional adjustment.
- e) 16.9% of high school teachers from rural and 13.8% from urban schools have low, 67.4% and 69.0% of them have moderate and 15.7% and 15.6% of them have high level of emotional adequacy.
- f) 23.3% of high school teachers from rural and 13.8% from urban schools have low, 63.1% and 66.1% of them have moderate and 13.6% and 19.3% of them have high level of emotional maturity.

## **DISCUSSION**

- Table 1 reveals that only 13.4% of high school teachers have high level of emotional self-awareness. The government may organize or encourage schools to organize social awareness programs to create self-realization and self-awareness and it may lead to emotional maturity of high school teachers.
- Table 2 reveals that female school high school teachers have high level of emotional maturity and its dimensions. Soguidance and counseling services may be organized for male high school teachers so that they may know their emotional strength and weakness and manage their classes effectively.
- Table 3 reveals that urban school high school teachers have high level of emotional maturity and its dimensions. So the government may organize or encourage rural schools to organize social awareness programs to create self-realization and it may lead to emotional maturity of teachers

## **CONCLUSION**

To teach 21<sup>st</sup> century students, a teacher should perform multiple roles and use more recent and relevant techniques in the classroom. Emotional maturity is one of the greatest concerns of teachers while addressing the personal, psycho-social and academic well-being of students. In this study the level of emotional maturity among high school teachers is high. So it is concluded that when the teachers think, plan and be aware of their classroom activities, they need not unnecessarily lose their emotions rather they can be emotionally balanced and stable.

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**PROBLEMS OF GOVERNMENT HIGHER SECONDARY SCHOOL  
COMMERCE STUDENTS COMING FROM SOCIALLY AND  
ECONOMICALLY BACKWARD FAMILIES IN SALEM DISTRICT**

**\*G.RAJASEKARAN**

***Abstract***

*This research paper aimed to study the problems of Government higher secondary school commerce students who are coming from socially and economically backward families in Salem district, Tamil Nadu. For attaining this, the researcher adopted normative survey method. 394 Commerce students from government higher secondary school were taken as the sample of the study using purposive sampling technique. Findings showed that, there is a significant difference between the boys and girls in their problems. There is no significant difference between the rural and urban students in their total problems.*

***Key Words:*** *Social Problems, Economic Problems and Commerce Students.*

**INTRODUCTION**

Sociology and economics as social sciences have close relations. Relationship between the two is so close that one is often treated as the branch of the other. According to Thomas, "Economics is in fact, but one branch of the comprehensive science of sociology...". Economics and sociology are helpful to each other. Economic relationships bear a close relation to social activities. At the same time social relationships are also affected by economics activities. Because of this close relation Thomas regarded economics as the branch of sociology. But this is an extreme view. Economics, it may be specified here, is an independent science.

Education has to be related to the life, needs and aspiration of the people so as to become a powerful instrument of social economic and cultural transformation. In this

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context one of the important principles laid down promote the development of education in the country is the adoption of a broadly uniform educational structure of 10+2+3 in all parts of the country.

### **NEED FOR THE STUDY**

Students are facing so many problems in colleges, high and higher secondary schools and specially the socially and economically backward students are suffering a lot. Problems of students such as economic difficulties, academic problems, political factors, and scholarship problems, placement problems, communication problems, social problems. To find out the solutions for the above there is a need to conduct research work. Rarely, studies have been conducted in this area. So the present investigator has taken up the study of analyzing the problems of Higher Secondary Commerce Students coming from socially and economically backward families.

### **OBJECTIVES**

- To study the problems of socially and economically backward Government higher secondary school Commerce students in Salem district.
- To distinguish the different problems of the Government higher secondary school commerce students in Salem district with respect to gender and locality.

### **HYPOTHESES**

- There is no significant difference between the mean scores of different problems with respect to gender and locality.

**Table – 1**  
**Schematic Presentation of the Design**

Type	Sources
Nature of research	Normative Survey
Tool used	Problems Inventory
Sampling Technique	Purposive sampling
Size of the sample	394 is drawn from Government Higher Secondary School Commerce Students from various Government Higher Secondary Schools in Salem District.
Statistical techniques used	Differential Analysis
Gender	(a) Boys- 238 (b) Girls-156
Locality	(a) Rural -252 (b) Urban -142

**DATA ANALYSIS AND INTERPRETATIONS**

**Table - 2**

**C.R Test for the Total Problems of Higher Secondary School Commerce Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Boys	238	252.98	17.86	2.99	Significant
Girls	156	258.36	17.15		

From the above table it is observed that there is significant difference in total problems of boys and girls higher secondary student since the obtained CR value of 2.99 is greater than the table value of significance. Hence the null hypothesis made is rejected.

Table - 3

**C.R Test for the Social Problems of Higher Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Boys	238	50.43	6.49	7.09	Significant
Girls	156	55.17	6.50		

The above table it is inferred that there is significant difference in social problems of boys and girls higher secondary student since the obtained CR value of 7.09 is greater than the table value of significance. Hence the null hypothesis made is rejected.

Table - 4

**C.R Test for the Financial Problems of Higher Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Boys	238	29.42	4.59	2.42	Significant
Girls	156	30.55	4.50		

The table above, it is concluded that there is significant difference in financial problems of boys and girls higher secondary student since the obtained CR value of 2.42 is greater than the table value of significance. Hence the null hypothesis made is rejected.

Table - 5

**C.R Test for the Scholarship Problems of Higher Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Boys	238	23.10	5.37	1.78	Significant
Girls	156	22.12	5.36		

The obtained CR value is 1.78 which is greater than the table value (1.69) of significance. Hence the null hypothesis which states that there is no significant difference between boys and girls in their scholarship problem is rejected.

Table - 6

**C.R Test for the placement problems of higher secondary students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Boys	238	26.33	3.95	1.43	Not Significant
Girls	156	26.92	4.09		

The above table, it is inferred that there is no significant difference in placement problems of boys and girls higher secondary student since the obtained CR value of 1.43 is less than the table value of significance. Hence the null hypothesis made is accepted.

Table - 7

**C.R Test for the Total Problems of Rural and Urban Higher Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Rural	252	254.28	17.23	1.21	Not Significant
Urban	142	256.58	18.61		

The table above, it is concluded that there is significant difference in total problems of rural and urban higher secondary student since the obtained CR value of 1.21 is less than the table value of significance. Hence the null hypothesis made is accepted.

Table - 8

**C.R Test for the Social Problems of Rural and Urban Higher Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Rural	252	51.14	6.95	4.71	Significant
Urban	142	54.38	6.29		

The obtained CR value is 4.71 which is greater than the table value (1.69) of significance. Hence the null hypothesis which states that there is no significant difference between boys and girls in their social problem is rejected.



Table - 9

**C.R Test for the Financial Problems of Rural and Urban Higher  
Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Rural	252	29.34	4.71	3.17	Significant
Urban	142	30.81	4.22		

The table above, it is observed that there is significant difference in financial problems of rural and urban higher secondary student since the obtained CR value of 3.17 is greater than the table value of significance. Hence the null hypothesis made is rejected.

Table - 10

**C.R Test for the Scholarship Problems of Rural and Urban Higher  
Secondary Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Rural	252	23.032	5.4909	1.58	Not Significant
Urban	142	22.155	5.1585		

The table above, it is concluded that there is no significant difference in scholarship problems of rural and urban higher secondary student since the obtained CR value of 1.58 is less than the table value of significance. Hence the null hypothesis made is accepted.

Table - 11

**C.R Test for the Placement Problems of Rural and Urban Higher Secondary  
Students**

Category	Number	Mean	S.D	Calculated C.R Value	Remarks
Rural	252	26.26	4.09	2.08	Significant
Urban	142	27.12	3.82		

The table above, it is concluded that there is significant difference in placement problems of rural and urban higher secondary student since the obtained CR value of 2.08 is greater than the table value of significance. Hence the null hypothesis made is rejected.

## **FINDINGS**

- ❖ There is significant difference between the boys and girls students in their total problems.
- ❖ There is significant difference between the boys and girls students in their social problems.
- ❖ There is significant difference between the boys and girls students in their financial problems .
- ❖ There is significant difference between the boys and girls students in their scholarship problems.
- ❖ There is no significant difference between the boys and girls students in their placement problems.
- ❖ There is no significant difference between the rural and urban students in their total problems.
- ❖ There is significant difference between the rural and urban students in their social problems.
- ❖ There is significant difference between the rural and urban students in their financial problems.
- ❖ There is no significant difference between the rural and urban students in their scholarship problems.
- ❖ There is significant difference between the rural and urban students in their placement problems.

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**AWARENESS ON SIDDHA MEDICINE AMONG B.ED., STUDENTS IN ERODE DISTRICT**

*\* Dr.P.Sasikala & \*\* K.Santhanam*

**Abstract**

*The present study is aimed to investigate the awareness on Siddha Medicine among B.Ed., students in Erode district. The population of the study includes B. Ed students in which the sample comprises of 138 B. Ed students. The data were collected by administering a researcher made questionnaire. The percentage analysis, descriptive and differential analysis were applied to test the hypotheses. The results revealed the awareness level of students in Siddha medicine is below average. Results also revealed that there exists significant difference in the level of awareness among the students based on their gender, subject and locality.*

**Key Words:** *Awareness on Siddha Medicine and B.Ed Students.*

**INTRODUCTION**

Traditional medicinal system is one of the centuries-old practices and long-serving companions to the human kind to fight against disease and to lead a healthy life. Every indigenous people have been using their unique approaches of traditional medicine system practice where among, the Chinese, Indian and African traditional medicine systems are world-wide renowned. India has a unique Indian System of Medicines consisting of Ayurveda, Siddha, Unani, Naturopathy and Homoeopathy. Today certain forms of traditional, complementary and alternative medicines play an increasingly important role in health care. Function of home-grown medicine includes a wide range of activities, from physical cures using herbal medicines and other remedies, to the promotion of psychological and spiritual well-being for counseling through the

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accumulated wisdom of elders. The preparation and dispensing of herbal medicines is one of the most common forms of Indigenous medicine practiced in different parts of the world (Rajagopalan, 1991). Attention across the world has focused towards alternative systems of medicine (ASM) in the recent past as no medical system is complete for all the ailments encountered. Most of the therapeutic approaches aim at symptomatic relief rather than providing the unambiguous cure to the sickness. Hence, there is a growing interest in traditional systems of medicine that caters to the healthcare needs for a wider population across the globe, especially in the developing countries. Also, the World Health Organization (WHO) recommends the practice of the traditional system of medicine as it is affordable, safe and culturally acceptable (Zhang, 1998).

### **SIDDHA SYSTEM OF MEDICINE (SSM)**

The SSM is the oldest traditional medicine system generated from Dravidian culture and it is flourished in the period of Indus valley civilization. Siddha is the foremost of all other medical systems in the world. Its origin dates back to BC 10,000 to BC 4,000 and it is the most ancient indigenous system of medicines of Indian origin practiced exclusively in Tamil Nadu and in some parts of the neighboring states. The first Tamil siddha text is the Thirumandhiram written by Thirumoolar dating probably to around 6<sup>th</sup> or 7<sup>th</sup> century Christian Era.

The excavatory findings in Harappa and Mohenjo-Daro also reveal the existence of a civilization and medical system and it is consisted of some siddha medicines and idols of Lord Natarajan that was worshipped as per Saiva-Siddhantam which is a part of this ancient civilization. Also, some vessels that were found from these places are said to be the ancient apparatus used to prepare siddha drugs. Hence, the siddha system or “Siddham” is the way of life which is the most ancient of all medical systems. Hence, it can be considered that the SSM is the most primordial one. It was only between 1200 BC and 700 BC that the four Vedas were composed after the invasion of Aryans. Siddha medicine has a background of mythology and genealogy too.

### **SIDDHA SYSTEM OF MEDICINE**

Lord Siva is considered as the first Siddhar. He taught Siddha to his consort Parvathi and in turn she handed it down to Nandhi who has taught the Siddhars. Nandhi  
*International Journal of Pedagogical Studies (IJPS) Vol:6/Issue:1/Aug 2018/ ISSN:2321-2306 ~ 102 ~*

taught the Sage Agasthiyar and Agasthiyar to Pulathiyar, Bogar, Theraiyar and others of Pothigai Hills. At Siva temples in various parts of Tamil Nadu, the lord is named as Vaideeswaran and Marundeeswaran. The different cultural traditions in the world had affected their medical systems to cater to the needs of their societies suitably like Greek, Chinese, Arabic and Indian. In India, we had two distinct cultures one is vedic and the other one is tantric (CCRAS, 2008). The sages of south India, who practiced tantrism contributed and established a medical system to serve the humanity in general and their own society in particular. Those sages were called as siddhars and the medical system used by them is called as SSM. Though the creation of this system is ascribed to lord Siva, the creator of the universe, the sage Agasthiyar is considered as a father figure of siddha medical system. He is also considered to be the father figure of the Tamil language and culture. SSM has been closely identified with Tamil civilization.

According to SSM, the human body is composed of 96 factors (Tamil: Thathuvas) which include physical, physiological, psychological and intellectual aspects. There are 72,000 blood vessels and 1300 nerves and the total number of diseases is 4,444. Besides these, there are 10 main arteries (Tamil: Naadi), 10 vital pranas (Tamil: Vayu) and 10 natural functions (Tamil: Vegangal). All of these are said to play important roles in the different functions of the body. The Siddha practitioner is expected to have knowledge on the four basic concepts.

- Alchemy (Tamil: Vaatham)
- Medicine (Tamil: Vaithiyam)
- Yoga (Tamil: Yogam)
- Philosophy (Tamil: Thathuvam)

The use of metals such as gold, silver, iron, lead and mercury, and extracts of corals and pearls, is a special feature of siddha medicine, which claims to detoxify metals to enable them to be used for stubborn diseases.

## **PRINCIPLES AND PHILOSOPHIES OF SIDDERS**

According to the siddha concepts matter and energy are the two dominant entities, which have great influence in shaping the nature of the universe. They are called *Siva* and *Sakthi* in the siddha system. Matter cannot exist without energy and vice-versa. Thus both

are inseparable (Narayanaswamy, 1975). The SSM is a psychosomatic system of medicine that deals with the relationship between the mind and body and aims at maintaining the physical, mental and moral health of an individual. As per SSM, man is regarded as the microcosm and the universe, macrocosm. The living man is the conglomeration of three humours (Tamil: Three thodam/mukkutram) vaatham, pitham and kabham, seven basic tissues (Tamil: Saptha dathukkal) and five primordial elements viz., (Tamil: Panchabhootham) – earth (Tamil: Mann), water (Tamil: Neer), fire (Tamil: Thee), air (Tamil: Katru) and space (Tamil: Aahayam). A suitable proportion of these five elements, in combination with one another are responsible for the different structures and functions of the body matrix. This is known as the theory of “five-fold combination”.

The major sources of Siddha medicine belong to religious groups called ‘Kayasiddhars’ and they emphasized on the “Perfection of the body” by means of yoga, alchemy, medicine, and certain types of tantric religious rituals. The philosophy and the medicine are like two sides of the coin. The great philosophers like Aristotle and Galen were the great philosophers and physicians too. The siddhars were also found to be the great philosophers and physicians. It is an indisputable truth that the rich Tamil heritage, the culture and the medical system have got greater antiquity. The word “Siddha” denotes “(Tamil: Siddhi)” which means achievement in life arts such as philosophy, yoga, wisdom, alchemy, medicine and above all the art of longevity (Sampath, 1983). Siddhars can also be called as spiritual scientists of Tamil Nadu who explored and explained the reality of nature and its relationship to man by their yogic awareness and experimental findings. They postulated the concept of spiritualism for self-improvement, and the practices initiated by them came to be known as the SSM (Ram et al., 2009). SSM has been in existence and is being practiced for the past 2000 years, however the printed Siddha literatures are available from the 18th century onwards and before that they Significance of traditional medicine.

**OBJECTIVES**

- To find out the level of awareness of Siddha medicine among B.Ed., students.
- To find out significant difference if any in their awareness on Siddha medicine among B.Ed., students with respect to their gender, subject and locality.

**HYPOTHESES**

- The awareness level of B.Ed., students on Siddha medicine is average.
- There is no significant difference between the awareness of B.Ed., students towards Siddha medicine with respect to their gender, subject and locality.

**METHODOLOGY**

The present study is carried out by using survey method which was found suitable to gather the essential and relevant data from the sample. The population of the study includes B. Ed students in which the sample comprises of 138 B. Ed students selected by using random sampling technique. The data were collected by administering a researcher made questionnaire. The tool was validated by the subject experts and the reliability was established by using test retest method. The reliability of the tool was found to be 0.82. the final form the tool has 25 items. In order to analyse the data percentage analysis, descriptive and differential analysis were applied to test the hypotheses.

**ANALYSIS OF DATA AND INTERPRETATIONS**

**Table - 1**  
**Level of Awareness of Siddha Medicine among B.Ed., Students**

<b>Sample</b>	<b>N</b>	<b>Overall Percentage</b>
All Students	138	53.44 %

The above table indicates the awareness level of B.Ed students towards Siddha medicine. The awareness level of students on Siddha medicine is 53.44% which is found to be average level. Hence the hypothesis is accepted.



**Table -2**  
**Differences in the Level of Awareness of Siddha Medicine among B.Ed., Students**  
**with respect to Gender**

Gender	N	Mean	S.D	't'- Value	Level of Significance
Male	31	63.41	14.32	1.97	S
Female	107	69.40	16.76		

In this table reveals that, the calculated 't' value of 1.97 is higher than the table value 1.96 at 136 degree of freedom in 0.05 level. Hence the Null hypothesis "There is no significant difference between the awareness level of B.Ed., students towards Siddha medicine with respect to Gender is not accepted. Therefore it is concluded that, there is significance difference existed between male and female students in their respect of awareness on Siddha medicine.

**Table -3**  
**Differences in the Level of Awareness of Siddha Medicine among B.Ed., Students**  
**with respect to Subject**

Subject	N	Mean	S.D	't'- Value	Level of Significance
Arts	23	65.07	15.65	2.28	S
Science	115	73.28	16.44		

In this table reveals that the calculated 't'- value 2.28 is greater than the table value 1.96 for 136 degree of freedom. Hence the Null hypothesis "There is no significant difference between arts and science subject students, in their awareness towards Siddha medicine is accepted. Hence it is stated that there is significant difference existed between Arts and Science subject students in their level of awareness on Siddha medicine.

Table - 4

**Differences in the Level of Awareness of Siddha Medicine among B.Ed., Students  
with respect to Locality**

Locality	N	Mean	S.D	't'- Value	Level of Significance
Urban	36	73.42	15.41	3.06	S
Rural	102	81.15	16.84		

In this table reveals that the calculated 't'- value 3.06 is higher than the table value 1.96 for 136 degree of freedom. Hence the Null hypothesis "There is no significant difference between the awareness of students towards Siddha medicine with respect to Locality is not accepted. Therefore it is concluded that there is significance difference between the rural and urban students in their level of awareness on Siddha medicine.

### CONCLUSION

The Siddha medicinal system is an ancient indigenous practice the flourished and practiced for many centuries in Tamil Nadu, India. The basic principle of the Siddha medicine system is, "food itself is a medicine". The million-year old Siddha literature indicates that the Siddha medicine system can cure many chronic diseases. At the moment there are numerous scientific findings that support the potentiality of the Siddha medicine system to treat various illnesses. However, there are many challenges and issues that need to be take care for this indigenous health practice by conducting more research and development on the potentiality of traditional medicine system.

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**PROBLEMS FACED BY STUDENTS WHILE READING ENGLISH  
TEXT BOOK IN CLASS ROOMS OF SECONDARY SCHOOLS**

*\*Dr. A. Selvan*

***Abstract***

*In education reading skill is very important. It is one of the major skill in English. With the reading skill alone we can develop the overall improvement to the students easily. This skill will be their plus points in facing the working world. From now on the students have to try hard to overcome their problems to read English with fluency. Reading in the classroom has several specific features which make it different from real-life reading. First, it is time-limited. There are rarely English classes in which students do only reading comprehension activities. They are generally combined with speaking, listening, writing and grammar exercises. Words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help the student learn new words and comprehend the text. Vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when students are reading to learn across the core curriculum content standards (CCCS). Students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. One strategy that has been developed for textbook reading is called PLAN (Predict- Locate-Add-Note). Predict content and structure of text before reading based on titles, subtitles and graphics. In scaffolded reading experience, teachers give students tools and techniques that help organize their reading experience in three stages: i) Pre-reading stage, ii) During-reading stage, iii) After-reading stage. The students difficult in reading English are that the environment does not support the students to read English frequently. The students just want to read the English text book for daily life. The response that the students get makes them loose their self- confidence.*

***Key Words:*** *Problems in Reading English and Secondary School Students.*

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## **INTRODUCITON**

In education reading skill is very important. It is one of the major skill in English. With the reading skill alone we can develop the overall improvement to the students easily. Students with learning disabilities in reading or dyslexia often have difficulty in comprehending the content of the text books and other reading material that is written at their grade levels. First of all the material may be written at a level that is beyond their current independent reading skill level. Secondly that may have limited prior knowledge about the content being read or have limited vocabulary knowledge. This can lead to confusion during the reading in class environment. English is an international language. Even technology and working use English. it is believed that the students want to be winner in working world completion that is getting for day by day. One of the conditions that the students must require is having ability to lead English fluently. This skill will be their plus points in facing the working world. From now on the students have to try hard to overcome their problems to read English with fluency.

## **READING COMPREHENSION**

Reading in the classroom has several specific features which make it different from real-life reading. First, it is time-limited. There are rarely English classes in which students do only reading comprehension activities. They are generally combined with speaking, listening, writing and grammar exercises. The duration of the lesson is also limited. Second, the text may not be one that students would normally choose to read outside the classroom and the material is always more difficult to understand if it is outside their personal taste, experience and interest. Third, students are not only expected to read the text but they are required to show their understanding of it by doing a number of activities. Last but not least, students have to do the required tasks whether they feel like reading or not. So, the role of the teacher is to motivate students to read the text by giving them useful instruction for effective results.

## **COMMON READING PROBLEMS: OVER VIEW OF TYPICAL AREAS OF READING DIFFICULTY**

### **Incorrect Approach to Reading / Not Processing Print Phonetically**

If the student does not ‘sound out’ words and instead relies on visual ‘what the word looks like’ or ‘whole word’ recognition approaches they are reading the ‘wrong way’. To read proficiently the student must read by converting print to sound. If you have any indications the student is not processing print phonologically you must intervene and help the student establish this essential foundation of proficient reading. Indicators a student is not processing print phonetically include whole word type errors, word guessing, memorizing text, inability to ‘read’ simple phonetic words, poor spelling skills (inability to spell words that have not been memorized), lacking knowledge of the phonemic code (print=sound relationships), not ‘sounding out’ words, and reading with much effort. These students who are not converting print to sound are literally on the ‘wrong track’ and must be redirected. To intentionally develop proficient phonologic processing of print in struggling readers, you must intervene with an effective direct systematic phonics program. The validated results based research clearly shows direct systematic phonics programs are the most effective way to teach children to read. In addition, neural research proves instruction with direct phonologic based reading programs both improved reading and actually ‘re-wired’ neural activity from incorrect pathways to the ‘correct/good reader’ phonologic based pathways.

### **Directly teach three types of words**

#### **Important words**

Words that are critical for understanding a concept or the text. Therefore, before the student reads a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help the student learn new words and comprehend the text.

#### **Useful words**

Words that students are likely to see and use again and again

### **Difficult words**

Words with multiple meanings, idiomatic expressions Connect vocabulary instruction to reading. Discuss reading selection before, during and after reading, talking with student about new vocabulary and concepts and helping them to connect the words to their prior knowledge and background. Also, providing the student with many opportunities to read and/or listen to reading in and out of school. When reading aloud, discuss the selection before, during, and after you read. Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

### **VOCABULARY PROBLEMS**

Vocabulary is an essential skill for learning to read and write, and vocabulary strategies are necessary when students are reading to learn across the core curriculum content standards (CCCS). Students use vocabulary to understand (receptive) and use (expressive) words to acquire and convey meaning. It is an important prerequisite for developing reading comprehension and oral and written expression. When a student does not have a strong vocabulary he/she may struggle to gain meaning from text while reading and understand new concepts presented in oral discussions. Therefore, the following direct and indirect strategies, which have been effective in increasing students' vocabularies, should be considered when intervening with an individual student:

Help student develop word-learning strategies that they can use with new words that have not been taught directly:

a. Utilize reference tools, such as dictionaries. First model its use. For example, with a dictionary, there is frequently more than one definition of a word. Therefore, an explanation of which definition applies and why, given the context of the text. Also, reviewing synonyms may assist in learning other words.

### **SELECTING VOCABULARY WORDS TO TEACH ENGLISH LANGUAGE LEARNERS**

A student's maximum level of reading comprehension is determined by his or her knowledge of words. This word knowledge allows students to comprehend text. As the

teacher, you can explicitly teach word meanings to improve comprehension. However, to know a word means knowing it in all of the following dimensions:

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word

## **PROBLEM AREAS IN ENGLISH PRONUNCIATION**

### **Accent of word**

Non-native English speakers often use the pronunciation and communication style of their native language when speaking in English, resulting in accented speech. Below are 5 common problem areas that can interfere with intelligibility when speaking in English. Accent Modification training can be a great help in addressing these problem areas.

### **Intonation**

Intonation refers to the paralinguistic vocal features such as: pitch, loudness, resonance, quality and flexibility. Speakers vary these to show intent and emotion.

### **Stress**

Stress is extremely important in English and carries a great deal of information. There is stress on both word and sentence levels. Stress can show contrast, if the information is old or new, the focus of the message and other information about the speaker's intent.

## **READING STRATEGIES TO HELP HIGH SCHOOL STUDENTS**

Educators have become increasingly aware that many high school and middle school students just don't have the skills to read their math, science and social studies textbooks. It doesn't help that many textbooks don't exactly use best practices when presenting unfamiliar vocabulary and information, and that content teachers in the upper grades are typically not trained to develop students' reading skills. One strategy that has been developed for textbook reading is called PLAN (Predict- Locate-Add-Note). Predict content and structure of text before reading based on titles, subtitles and graphics.



**Locate**

Known and unknown information on concept map.

**Add**

Words and phrases to map during reading.

**Note**

New understanding by making changes in concept map.

The students practiced creating concept maps in groups and then individually. They also implemented the PLAN steps with their science textbooks. The process of reading itself became a subject of discussion during science class. Students talked about what it takes to be a successful reader, created paper projects describing a successful reader and drew a concept map on the board of what a successful reader does.

**USING SCAFFOLDING TO IMPROVE READING EXPERIENCE**

In scaffolded reading experience, teachers give students tools and techniques that help organize their reading experience in three stages: i) Pre-reading stage, ii) During-reading stage, iii) After-reading stage.

In the pre-reading stage, students and teachers establish the purpose for reading and activate the students' prior knowledge of the topic. The teacher also tries to create a context for learning, a term that is becoming ever-more expansive and includes reader attitudes toward learning and reading, the support network as well as the environment where learning takes place.

**During reading, students can make use of the following techniques**

- text structures noticing various text structures (e.g. narrative, expository) to become familiar with ways that information is presented;
- visualization – creating images by looking for descriptive words and using them as clues, and
- self-regulation – working independently of the teacher by adjusting the rate of reading, making predictions, asking questions, rereading and reading to discover answers to questions.

## **STORY PYRAMIDS FOR BETTER READING COMPREHENSION**

Story pyramids were originally used for narrative text, but they have been modified to be used with expository text, the researchers write in Preventing School Failure. The story pyramid requires that the learner pay attention to the underlying structure of the text while reading. In an eight-step pyramid for expository text, students are told to:

- i. identify the topic using one word
- ii. describe the topic using two words
- iii. describe the setting using three words, etc.

After students have read a passage, they may be asked to write a summary of the most important information in a text. It may be as concise as three sentences or as long as one page. Students may use the pyramid to write the topic sentence in the summary and to provide more supporting details. The closing statement should synthesize information on the topic.

## **CONCLUSION**

Since the article is to focusing on the students reading ability it may promote the skill on the part learner in future. The present part of reading may identify and the same may be rectified. The article on reading comprehension will develop the learners' ability to understand the meaning of words and passages in the English text and later on to understand. The students difficult in reading English are that the environment does not support the students to read English frequently. The students just want to read the English text book for daily life. The response that the students get makes them loose their self-confidence.

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