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A STUDY OF SOFT SKILLS OF TEACHERS IN RELATION TO SUBJECT OF STUDY, TEACHING EXPERIENCE AND MARITAL STATUS

1

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INTRODUCTION

Soft skills like leadership, decision making, conflict resolution, negotiation, communication, creativity and presentation skills are essential for professional success and for maximizing human capital in any enterprise. Management in all social organizations is the act of getting people together to accomplish desired goals and objectives. Because social organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. The moves to curriculum development for various levels of education tends to perceive the school or college as a social system, whereby students, teachers, curriculum specialists and others interact according to certain norms and behaviours. Such curricula transaction tend to enhance the assimilation of soft skills through the Paracurriculum. This will make their dealings effective and successful to handle interpersonal relations, take appropriate decisions, communicate effectively, have good impression and

impact and gain professional development. Therefore, the present study is undertaken to quantify the soft skills of teachers.

LITERATURE REVIEW

There are few studies conducted on soft skills of students. (Taylortud, 2004; Hellstn, 2005; Becker and Caral, 2007; Sasipriya and Annaraja, 2008; pradeep 2008, Iyamu Ede, 2009; Jeya, 2009; Tribble and Laura, 2010; Saravanan, 2010; Mitchell et al, 2010) From the literature reviewed on the soft skills of subjects it could be concluded that the findings are inconclusive as some authors found significant difference and significant relationship between sub-groups with respect to certain independent and dependent variables while others did not find significant difference and significant relationship. This is an evidence of inconsistency which needs to be clarified and gaps that need to be filled. Therefore, the present study is undertaken with the purpose of studying soft skills of school teachers in relation to subject of study, teaching experience and marital status.

METHODOLOGY

The investigator has employed the normative survey method in the present study. The present research work has been carried out on a random sampling of 600 teachers working in three districts of Tamilnadu. In order to collect the necessary data and to achieve the objectives of study Soft skills inventory development and validated by the investigators (2010) has been employed in the present investigation. The Arithmetic mean, t value and F ratio of the statistical techniques have been used for the present study.

STATEMENT OF THE PROBLEM

The teaching - learning situation demands an effective use of soft skills. The curriculum transaction, being a process of teaching-learning becomes effective and efficient only in the use of soft skills by the teacher. The soft skills play a vital role in the professional success of the teachers. The soft skills are necessary to become a good and effective teacher as they cater to the development of one's social skills, character attributes and sharpening of teaching behaviour. The soft skills are of numerous types; The Oral communication skills, Written communication skills, Computer skills, Stress management skills, Organizing skills, Time management skills, Leadership skills, Interpersonal skills, Team building skills and Ethical skills are taken into account in the present study in relation to three independent variables namely subject of study, teaching experience and marital status. The problem stated for the present study is "A Study of Soft Skills of Teachers

in Relation to Subject of Study, Teaching Experience and Marital Status".

OBJECTIVES OF STUDY

The following objectives have been formulated for the present study.

1. To find out the soft skills of teachers.
2. To find out if there is any significant difference among the teachers teaching different subjects in their soft skills.
3. To find out if there is any significant difference between teachers with teaching experience of below 10 years of experience and above 10 years of experience in their soft skills.
4. To find out if there is any significant difference between married and unmarried teachers in their soft skills.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated from the above objectives.

1. The teachers have low level of soft skills.
2. There is no significant difference among the teachers teaching different subjects in their soft skills.
3. There is no significant difference between teachers with teaching experience of below 10 years and above 10 years in their soft skills.
4. There is no significant difference between married and unmarried teachers in their soft skills.

Result and Discussion

The mean scores of soft skills of teachers were analysed and details are given in table 1.

Table 1
Means Scores of the Soft Skills of Teachers in ten Dimensions

S. No	Dimensions of Soft Skills	N	Mean	SD
1	Oral Communication Skills	600	20.60	2.96
2	Written Communication Skills	600	20.24	3.40
3	Computer Skills	600	19.57	4.09
4	Stress Management Skills	600	19.25	3.79
5	Organizing Skills	600	19.89	3.60
6	Time Management Skills	600	19.69	3.48
7	Leadership skills	600	18.57	3.72
8	Interpersonal skills	600	21.26	3.04
9	Team Building Skills	600	20.83	3.00
10	Ethical Skills	600	22.28	2.75
	Overall Soft Skills	600	202.36	20.99

Table 1 reveals the data pertaining to soft-skills and its various dimensions namely Oral Communication Skills, Written Communication Skills, Computer Skills, Stress Management Skills, Organizing Skills, Time Management Skills, Leadership Skills, Interpersonal Skills, Team building Skills and Ethical Skills.

The mean and standard deviation score of soft skills of total sample are 202.36 and 20.99 respectively. It indicates that level of soft skills of school teachers is high.

The 'F' test has been applied to find out whether there is any significant difference among the teachers who are teaching different subjects with respect to their various dimensions of soft-skills.

Table 2
ANOVA for Significance of Difference among the Teachers of Teaching Different Subjects in their Soft Skills

Dimensions of soft skills	Source	Sum of squares	df	Mean square	F Ratios	Level of Significance
Oral communication skill	Between groups	6.95	2	3.47	0.39	Not significant
	Within groups	5271.04	597	8.82		
	Total	5278.00	599			
Written communication skill	Between groups	10.16	2	5.08	0.43	Not significant
	Within groups	6951.33	597	11.64		
	Total	6961.49	599			

Dimensions of soft skills	Source	Sum of squares	df	Mean square	F Ratios	Level of Significance
Computer skill	Between groups	62.82	2	31.41	1.88	Not significant
	Within groups	9976.23	597	16.71		
	Total	10039.06	599			
Stress management skill	Between groups	17.72	2	8.86	0.61	Not significant
	Within groups	8609.27	597	14.42		
	Total	8626.99	599			
Organizing skill	Between groups	1.01	2	0.50	0.03	Not significant
	Within groups	7770.15	597	13.01		
	Total	7771.17	599			
Time management skill	Between groups	33.96	2	16.98	1.39	Not significant
	Within groups	7245.99	597	12.13		
	Total	7279.95	599			
Leadership skill	Between groups	56.86	2	28.14	2.06	Not significant
	Within groups	8239.90	597	13.80		
	Total	8296.77	599			
Interpersonal skill	Between groups	28.04	2	14.02	1.51	Not Significant
	Within groups	5520.34	597	9.24		
	Total	5548.39	599			
Team building skill	Between groups	32.19	2	16.09	1.78	Not significant
	Within groups	5385.78	597	9.02		
	Total	5417.99	599			
Ethical skill	Between groups	18.41	2	9.20	1.21	Not significant
	Within groups	4538.70	597	7.60		
	Total	4557.11	599			
Overall Soft Skill	Between groups	400.08	2	200.04	0.40	Not significant
	Within groups	233547.59	597	441.45		
	Total	263947.67	599			

From the above table 2, the 'F' ratios are found to be not significant in the all dimensions of soft skill such as Oral communication skill (0.39), Written communication skill (0.43), Computer skill (1.88), Stress management skill (0.61), Organizing skill (0.03), Time management skill (1.39), Leadership skill (2.06), Interpersonal skill (1.51), Team building skill (1.78), Ethical skill (1.21) and also in

overall level of Soft Skill (0.42). Therefore, it is concluded that there is no significant difference among the teachers teaching different subjects in their soft skills. Hence the null hypothesis 2 is accepted.

Soft Skills and Teaching experience

The mean scores for ten dimensions of soft skills of below 10 years and above 10 years experienced teachers were analyzed and the details are given in table 3.

Table 3***Significance of Difference between Teachers with Teaching Experience of below 10 years and above 10 years in their Soft Skills***

Dimensions of soft skill	Below 10 years (N=334)		Above 10 years (N=266)		‘t’ values	Level of significance
	Mean	SD	Mean	SD		
Oral communication skill	20.73	2.96	20.14	2.97	1.20	Not significant
Written communication skill	20.58	3.28	19.81	3.51	2.77	Significant at the 0.01 Level
Computer skill	19.94	4.01	19.12	4.15	2.53	Significant at the 0.05 Level
Stress management skill	19.66	3.58	18.73	3.98	2.98	Significant at the 0.01 Level
Organizing skill	20.24	3.27	19.37	3.80	3.16	Significant at the 0.01 Level
Time management skill	19.89	3.41	18.43	3.56	1.60	Not significant
Leadership skill	19.84	3.83	19.23	3.55	1.99	Significant at the 0.05 Level
Interpersonal skill	21.32	2.86	21.59	3.25	0.51	Not significant
Team building skill	21.07	3.02	20.53	2.96	2.18	Significant at the 0.05 Level
Ethical skill	22.52	3.45	21.98	3.07	2.38	Significant at the 0.05 Level
Overall Soft skills	205.79	21.05	198.93	20.41	3.69	Significant at the 0.01 Level

From the table 3 the calculated t-value for total soft skill is found to be 3.69 and it is significant at the 0.01 level. Hence, the null hypothesis 3 is rejected. It is concluded that there is a significant difference between the teachers who are having below 10 years and above 10 years of teaching experience with respect to their overall soft-skills.

The study also reveals that the calculated ‘t’ values of the teachers who are

having below 10 years and above 10 years of experience do not differ significantly in the three dimensions of soft skill such as Oral communication skill (1.20), Time management skill (1.60) and Interpersonal skill (0.51). Whereas the calculated t-values are significant in the other seven dimensions of soft skill such as Written communication skill (2.77), Computer skill (2.53), Stress management skill (2.98), Organizing

skill (3.16), Leadership skill (1.99), Team building skill (2.18) and Ethical skill (2.38).

It is inferred that the school teachers with below the 10 years of teaching experience are having significantly higher level of Written communication, Computer, Stress Management, Organizing,

Leadership, Team building and Ethical skills as compared to their counterparts with above 10 years of experience.

Soft Skills and marital status

The soft skills scores of ten dimensions for married and unmarried teachers were analyzed and the details are given in table 4.

Table 4

Significance of Difference between Married and Unmarried Teachers in their Soft Skills

Dimensions of soft skill	Married Teachers (N=492)		Unmarried teachers (N=108)		t' values	Level of significance
	Mean	SD	Mean	SD		
Oral communication skill	20.43	2.93	21.36	3.01	2.96	Significant at the 0.01 level
Written communication skill	20.15	3.39	20.83	3.43	2.04	Significant at the 0.05 Level
Computer skill	19.29	4.11	19.42	3.74	3.77	Significant at the 0.01 Level
Stress management skill	19.15	3.81	20.12	3.56	2.87	Significant at the 0.01 Level
Organizing skill	19.74	3.60	20.55	3.51	2.15	Significant at the 0.05 level
Time management skill	19.65	3.41	19.85	3.80	0.52	Not significant
Leadership skill	18.45	3.69	19.30	3.77	2.36	Significant at the 0.05 Level
Interpersonal skill	21.21	3.03	20.51	3.09	0.96	Not significant
Team building skill	20.75	3.03	21.23	2.82	1.55	Not significant
Ethical skill	21.37	2.81	21.36	2.50	0.32	Not significant
Overall Soft skills	200.19	20.98	204.53	20.18	3.19	Significant at the 0.05 Level

From the table 4 the calculated 't' value for overall soft skill (3.19) is found to be significant at 0.01 level. Hence, the null hypothesis 4 rejected. It is concluded that there is a significant difference between the married and unmarried teachers in to their overall soft skills.

The study also reveals that the 't' values of soft skill are significant six dimensions such as Oral communication skill(2.96), Written communication skill (2.04), Computer skill (3.77), Stress management skill (2.87), Organizing skill (2.15) and Leadership skill (2.36). It is concluded that there is a significant difference between the married and unmarried teachers in the above quoted six dimensions of soft skills. It is inferred that the level of above quoted six dimensions of soft skill are significantly higher among the unmarried teachers than the married teachers. Further, there is no significant difference between the married and unmarried teachers in the time management, interpersonal, team building and ethical dimensions of soft skills.

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CONCLUSION

The present study aims to find out the Soft Skills of teachers in relation to subject of study, teaching experience and marital status. It is concluded that there is no significant difference among the teachers teaching Science, Arts and Language subjects in their soft skills. The teachers with below 10 years of experience and above 10 years of experience differ significantly in their overall soft skills. Further, they differ significantly in the seven dimensions of soft skill such as Written communication skill, Computer skill, Stress management skills, Organizing skill and Leadership skills, Team-building skills and Ethical skills whereas they do not differ significantly in the Oral communication, Time management and Interpersonal skills. The married and unmarried teachers differ significantly in their overall soft skills. Further, they differ significantly in the seven dimensions of soft skill such as Oral communication, Written communication, Computer, Stress management, Organizing, and Leadership skills, whereas they do not differ significantly in the Time management, Computer, Interpersonal and Ethical skills.

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GENDER DIFFERENCE IN YOUTH PROBLEM OF STUDENTS STUDYING IN ADI DRIVIDER WELFARE SCHOOLS AT CUDDALORE DISTRICT

2

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INTRODUCTION

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our independence as members of a community youth is a more fluid category than a fixed age group. Youth means every person between the age of 15 to 35 years. The period of youth is called as period of storm and stress. For the present study the youth problem is defined as the problem faced by the youth during this period. The students studying higher secondary are belongs to youth. The youth problem faced by the students are classified under the dimensions such as family problem, personal problem, school problem and socio emotional problem.

The youth of India representing one third of our population, constitute a vital and vibrant human resole. They have a right as well as an obligation, to participate actively in national development and in shaping density of the nation which is an point of fact, their own destiny, their problems are many and varied and their aspirations naturally high in need for is to create functional capability and for them to develop their personality and

their functional capability and thus them economically productive and socially useful.

NEED AND IMPORTANCE OF THE STUDY

The progress of a nation depends on the youths, since they are the pillars of a nation. Moreover, psychologists, sociologists and political scientists consider youth behavior to be a very important area of study. At present it is essential to understand the problems of the youths and channelize their strength and energy for the national development program that too developing country likes ours. Since, youths occupy a very significant place in society, it becomes imperative to study the problems say personal problems, family problems socio-emotional and educational problems of the youth. In this context, there is a felt need of studying the problems of the youths in Indian setting. The students studying in Adi-Draavidar schools are facing many problems such as lack of guidance, unemployment and under employment, inequality, lack of parental care, impact of mass media, inconsistent political ideology, rampant corruption, favoritism, nepotism,

castes etc.. These problems are creating a disinterest among the youth in their study, which leads to wastage and stagnation. Youth power is said to be the strength of a nation. If they have been taken in the right path, the destiny of any nation can be reshaped. If we fail to guide them in the right direction they will be the worst destructors of any strong foundation. Hence, the investigator intended to do study on Youth problem of students.

OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To find out the level of youth problems such as family problem, school problem, personal problem and socio-emotional problem of higher secondary students studying in adi-dravidar welfare schools.
2. To find out whether male and female students differ significantly in the various dimensions of youth problems such as family problem, school problem, personal problem and socio-emotional problem.

METHOD OF STUDY

In order to realize the above said objectives, normative survey method was employed. The present study was conducted among the students studying in Adi-dravidar welfare schools at Cuddalore District of Tamilnadu. Stratified random sampling technique has been followed for the sample selection. The present study consists of 360 samples. It includes male and female students. Due proportionate Weightage was given to the male and female students.

Tool Used

A inventory developed by Verma.M (1971) was used to study the youth problem of higher secondary students studying in Adi-Dravidar welfare schools. It is a self reporting inventory and the item which are situational. The inventory consists of 80 items. It measures the following four dimensions of youth problems.

- a. Family problems (item 1 to 31) is contains 31 items
- b. School problems (items 32 to 51) is contains 20 items
- c. Socio – emotional problems (52 to 56) is contains 5 items
- d. Personal problems (items 57 to 80) is contains 24 items,

The total youth problems questionnaire totally consisted 80 items. Youth problems inventory is designed with three point scales. Items of the inventory are in the statement form demanding responses from the two options provided. In addition to this a personal data sheet was enclosed with the tool in order to collect the relevant information about the students. The scoring was done as per the instruction given in the tool.

ANALYSIS OF DATA AND INTERPRETATIONS

The mean and standard deviation has been calculated to find out the level of youth problems of higher secondary students studying in Adi-dravidar welfare schools and the 't' value also calculated to compare male and female students in their youth problem and it is presented in table 1.

Gender Difference in Family Problem

The 't' value has been calculated to find out whether there is any significant difference between male and female students in their family problem. The 't' value of mean family problem score is found to be 10.80. It is significant at 0.01 level of significance. Hence, it is concluded that the male and female students differ significantly with respect to family problem.

The mean value of family problem scores of male and female students is found to be 27.45 and 38.44 respectively. The maximum score for the family problem is 62. The mean score of male students is lesser than the mid score of 31. But the mean score of female students is higher than the mid score. Hence, it is concluded that the level of family problem is low for the male students and it is high for the female students studying in Adi-Dravider welfare schools.

Gender Difference in School Problem

The 't' value has been calculated to find out whether there is any significant difference between male and female students in their school problem. The 't' value of mean school problem score is found to be 0.59. It is not significant at .05 level of significance. Hence, it is concluded that the male and female students do not differ significantly with respect to school problem.

The mean value of school problem scores of male and female students is found to be 17.87 and 17.40 respectively. The maximum score for the school problem is 40. The mean score of male and female students is lesser than the mid score of

20. Hence, it is concluded that the level of school problem is low for the male and female students studying in Adi-Dravider welfare schools.

Gender Difference in Socio-emotional Problem

The 't' value has been calculated to find out whether there is any significant difference between male and female students in their socio-emotional problem. The 't' value of mean socio-emotional problem score is found to be 1.93. It is not significant at 0.05 level of significance. Hence, it is concluded that the male and female students do not differ significantly with respect to socio-emotional problem.

The mean value of socio-emotional problem scores of male and female students is found to be 4.28 and 3.86 respectively. The maximum score for the socio-emotional problem is 10. The mean score of male and female students is lesser than the mid score of 5. Hence, it is concluded that the level of socio-emotional problem is low for the male and female students studying in Adi-Dravider welfare schools.

Gender Difference in Personal Problem

The 't' value has been calculated to find out whether there is any significant difference between male and female students in their personal problem. The 't' value of mean personal problem score is found to be 10.90. It is significant at 0.01 level of significance. Hence, it is concluded that the male and female students differ significantly with respect to personal problem.

The mean value of personal problem scores of male and female students is found to be 31.44 and 22.76 respectively. The maximum score for the family problem is 48. The mean score of female students is lesser than the mid score of 28. But the

mean score of male students is higher than the mid score. Hence, it is concluded that the level of personal problem is low for the female students and it is high for the male students studying in Adi-Dravider welfare schools.

Table 1

Comparison of Male and Female Students with respect to Youth Problems

Dimensions of Youth Problems	Sub-Sample	N	Mean	Standard Deviation	't' Value
Family Problem	Male	185	27.45	10.14	10.80*
	Female	175	38.44	9.09	
School Problem	Male	185	17.87	7.85	0.59
	Female	175	17.40	7.12	
Socio-emotional Problem	Male	185	4.28	1.98	1.93
	Female	175	3.86	2.10	
Personal Problem	Male	185	31.44	7.42	10.90*
	Female	175	22.76	7.68	
Total Youth Problem	Male	185	80.49	21.60	0.88
	Female	175	82.46	20.55	

**significant at 0.01 level of significance*

Gender Difference in Total Youth Problem

The 't' value has been calculated to find out whether there is any significant difference between male and female students in their total youth problem. The 't' value of mean total youth problem score is found to be 0.88 (table-1). It is not significant at 0.05 level of significance. Hence, it is concluded that the male and female students do not differ significantly with respect to total youth problem.

The mean value of total youth problem scores of male and female students is found

to be 80.49 and 82.42 respectively. The maximum score for the total youth problem is 160. The mean score of male and female students is found to be average. Hence, it is concluded that the level of total youth problem is average for the male and female students studying in Adi-Dravider welfare schools.

FINDINGS

1. The male and female students differ significantly with respect to family problem. The level of family problem is low for the male students and it is

high for the female students studying in Adi-Dravider welfare schools.

2. The male and female students do not differ significantly with respect to school problem. The level of school problem is low for both male and female students studying in Adi-Dravider welfare schools.
3. The male and female students do not differ significantly with respect to socio-emotional problem. The level of socio-emotional problem is low for both male and female students studying in Adi-Dravider welfare schools.
4. The male and female students differ significantly with respect to personal problem. The level of personal problem is low for the female students and it is high for the male students studying in Adi-Dravider welfare schools.
5. The male and female students do not differ significantly with respect to total youth problem. The level of total youth problem is average for both male

and female students studying in Adi-Dravider welfare schools.

CONCLUSION

The present study reveals that the female students studying in Adi-Dravider welfare schools have high level of family problem and male students have high level of personal problem. It further reveals that the level of school problem and socio-emotional problem is low for both male and female students studying in Adi-Dravider welfare schools. With the help of the finding, the investigator likes to emphasize that the central and state government and other social agencies should take keen interest to overcome the problem faced by the students studying in Adi-Dravider Welfare schools. The students having youth problem will be identified and proper counseling may be given to the students having such problems. The teacher should inject the feeling of oneness right from the beginning of school career. The youth of today may be motivated toward awareness of facing any problems. The teacher working in school should encourage them for minimizing the problem of youth.

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A STUDY OF THE STRESS OF B.ED PROSPECTIVE TEACHERS

3

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INTRODUCTION

The effect of education is discernible in each area of human activity. It is generally agreed that the main function of education is to promote a balanced development of the physical, mental, emotional, social, moral and spiritual aspects of the personality of the educand. It is only those citizens with a well balanced personality can strive to promote social welfare and national interests. Education, in the context of dynamic changes, that have been taking place in our country, is not only to impart information and develop skills in the educand but also to strengthen their emotional and mental development. The educational institutions should act as training centers for making better personality.

Learners are ambitious naturally. They may have so many aspirations and desires to be fulfilled. Despite their best planning and efforts they may not get the desired success. At times they find themselves in the state of utter confusion and bewilderment. All the paths for going ahead seem to be blocked. This sort of affair along with the repeated failure in the attempts puts students into a state that can be termed as “student stress”. This holds good even for prospective teachers.

Secondary Education

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, “post-secondary”, or “higher” education (e.g., university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, middle schools, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them. Secondary education occurs mainly during the teenage years. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession.

Teacher Education

The well-established tradition of teaching and learning in India has retained its inherent strength even under adverse circumstances. The post-independence

period was characterized by major efforts being made to nurture and transform teacher education. The system of teacher preparation has come under considerable pressure as a result of the expansion and growth of school education, through efforts to universalize elementary education. Having inherited a foreign model of teacher preparation at the time of independence from Britain in 1946, major efforts have been made to adapt and up-date the teacher education curriculum to local needs, to make it more context based, responsive and dynamic with regard to best meeting the particular needs of India. The current system of teacher educationist supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of teacher preparation programs at the pre-service level and also through in-service programs for serving teachers throughout the country.

Prospective secondary school teachers

Those who have passion for teaching willing to take teaching as their profession, become Prospective teachers when they enroll in any teacher training institution. Prospective teachers play their role skillfully in the following aspects

1. Prospective teachers in order to strengthen their levels of efficiency in teaching their special subjects have to follow the accepted norms of teaching learning.
2. They develop their skills in course of time and broaden their understanding, so that they can impart quality education to the students.

3. To get professional experience, these teachers should attend seminars, debates, elocution competitions and other activities as well as co-curricular activities.
4. In order to become a successful teacher one should update his knowledge from day to day because learning is a continuous process. Further teacher is a student and teacher next.

Concept of stress

Stress is one of the most insidious phenomena of our time and it affects human beings in all walks of life. Stress implies pressure and causes tension of worry resulting in problems. Some amount of stress is necessary and is always with us. Depending on the situation, in the same person or person to person, it varies in its intensity. Stress acquires importance because of its consequences. Though stress causes both positive and negative effects, excessive stress produces not only psychological disturbances but also several harmful effects on the bio – system. Stress is a consequence of a general response to an action or situation that places special physical or psychological demands, or both, on an individual. As such, stress involves an interaction of the individual and the environment.

Stress of the B.Ed Prospective Teachers

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure. It is widely acknowledged that a student's academic ability depends on both internal and

external factors as study habits, educational aspiration of self and parents, social-economic status etc., if these situations are not conducive for learning, it leads to academic stress. Zeinder (1992) revealed that students appeared to be most stressed by pressure originating from course overload and academic evaluation procedures.

NEED FOR THE STUDY

It is rather cynical to say that in India one takes “teaching” only as a last resort and no sensitive, dedicated, idealistic person joins the profession. That it is irrelevant to think of burnout in Indian teachers because they were never ‘lighted up’ or ‘fired up’ because burnout presupposes a certain amount of initial enthusiasm, idealism and dedication, which has been progressively lost in the course of the teaching. It is often observed that students join the B.Ed course and a few while doing the course or after completion of the course take up jobs not related to teaching. It is observed that there is a positive attitude change among teacher trainees significantly (Gangarao 2007). But still many opt other jobs instead of teaching even after training. What could be the reason for this? Is our teaching methodology and all the training is not inspiring them to take up teaching? Are teacher trainees facing difficulties in transacting with children in school, teachers supervision, environment of the college and course, conducting learning activities, and class and time management? Are the student teachers experiencing stress in any way during their training period? Are the colleges of education responsible in evincing enthusiasm among B.Ed trainees? To understand the intricacies of this

problem and to estimate the students stress the present study has been taken up.

STATEMENT OF THE PROBLEM

The present study is entitled of “**A study of the Stress of B.Ed Prospective teachers**”.

OPERATIONAL DEFINITIONS

Stress

“An emotion characterized by feelings of anticipated danger, tension, and distress and by tendencies to avoid or escape is stress”-selye.

Prospective teacher

The term prospective teacher in this study refers to an individual who is under the trainingship of B.Ed/ who are studying B.Ed course in training colleges.

OBJECTIVES OF THE STUDY

The investigator has selected the following specific objectives.

1. To study the levels of stress experienced by B.Ed prospective teachers.
2. To study the influence of the following variables in their stress experienced of B.Ed prospective teachers
 - a) Sex
 - b) Academic qualifications
 - c) Social Status
 - d) Methodology subjects opted at B.Ed level
 - e) Locality

NULL HYPOTHESES OF THE STUDY

The following hypotheses have been formulated basing on the objectives of the present problem of investigation.

1. B.Ed Prospective teachers differ in their levels of stress experienced.
 2. The following variables make a significant difference in their stress experienced of B.Ed prospective teachers
 - a) Sex
 - b) Academic qualifications
 - c) Social Status
 - d) Methodology subjects opted at B.Ed level
 - e) Locality
1. Sex (Male and Female)
 2. Academic Qualifications(Graduate and Post-graduate)
 3. Social status (O.C,B.C,S.C and S.T)
 4. Methodology subjects opted at B.Ed level (Mathematics, Physical Science, Biological Science and Social studies)
 5. Locality (Rural and Urban)

Tool used

The stress inventory tool was developed by K.J .Suresh and V.P.Joshik (2004). The tool consisted of 58 items with 21 favorable 37 unfavorable items of Likert model three points scale with three ways (Agree/ undecided/Disagree).

Method of scoring

The numerical value of 3,2, and 1 are assigned to responses of Agree, Undecided and Disagree respectively in case of positive statements and or reversed in the case of negative statements. Thus the scores could range from a minimum of 58 to a maximum of 174.

Reliability of Stress inventory tool

The reliability of the test was calculated and the score obtained was found to be 0.848 by using Pearson's product moment co-efficient of correlation method.

Statistical Techniques Used

Mean, Standard Deviation, critical Ratio/t-value and F-test were used.

Delimitations of the study

1. Certain factors like marital status, religion, occupation of parents, and type of management aspects are not taken into account in the present study.
2. The area of investigation is also limited to one district i.e. Visakhapatnam.
3. The level of significance considered in this study is 0.05.

RESEARCH METHODOLOGY

The present piece of research falls under the normative survey type of research.

Population and Sample

The sample comprised of 255 B.Ed students(prospective teachers) from 6 colleges of Education randomly selected from Visakhapatnam district.

Variables of the study

The following independent variables selected for this study were:

ANALYSIS AND INTERPRETATION OF DATA

Table 1

Number and Percentage of Respondents - Different Levels of Stress Experience

Verbal description	Score	N	percentage
Low level stress	< 115 scores	43	16.90
Moderate level stress	In between 137 and 143 scores	168	66.00
High level stress	>143 scores	44	17.10

Nearly 17% of the total sample of prospective teachers experienced low level of stress and around 17% of the sample experienced high level of stress. The remaining 66% have experienced moderate level of stress. This study shows that prospective teachers differ in their levels of stress experienced.

Table 2

Stress Experience –Sex, Academic Qualifications and Localityh - Means, S.Ds And C.rs

K SURI NAIDU	N	Mean	S.D	D	σD	C.R
Lecturer in Education,	100	135.20	7.80	0.45	1.01	0.44@
S.V. College of Education,	155	134.75	8.21			
Payakaraopeta,	190	134.52	8.21	0.22	1.20	0.18@
Visakhapatnam, A.P. 531126	65	134.30	8.43			
Rural	190	134.50	8.10	0.60	1.17	0.51@
Urban	65	133.90	8.25			

@-Not significant at 0.05 level

From table 2, it is observed that the obtained C.R. Values (0.44), (0.18) and (0.51) are less than the table value of 1.96. Therefore they are not significant at 0.05 level. Hence the null hypothesis is retained. It can be inferred that the sex, Academic qualifications (Graduates and Post graduate) and Locality (Rural and Urban) of the B.Ed Prospective teachers do not make any significant difference in their stress experienced.

Table 3**Stress Experience - Different Social Status Groups – ANOVA**

Variable	N	M	S.D	Sources of Variation	df	Sum of squares	Means of squares	F- value
O.C	54	136.02	6.40	Between Means	3	151.73	50.57	1.09@
B.C	110	135.90	6.80	Within the groups	251	11632.76	46.34	
S.C	52	134.85	7.01	Total	254	11784.49		
S.T	39	133.90	7.10					

@-Not significant at 0.05 level

From table 3, the F-ratio (1.09) with df 3 and 251 is less than table value of (2.65) at 0.05 level of significance. Therefore the null hypothesis is rejected. It can be inferred that Social status does not make a significant difference in their stress

experienced of the B.Ed prospective teachers in somewhere or among themselves.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in different social status groups is attempted.

TABLE-4**Stress Experience - Different Methodology Groups – ANOVA**

Variable	N	Mean	S.D	Sources of Variation	df	Sum of squares	Means of squares	F- value
Mathematics	62	136.90	7.30	Between Means	3	512.04	170.68	3.18*
Physical Science	38	138.63	6.20	Within the groups	251	13468.10	53.65	
Biological science	55	134.44	7.53	Total	254	13980.14		
Social studies	100	135.19	7.61					

* Significant at 0.05 level

From table 4, the F-ratio (3.18) for df 3 and 251 is greater than table value of (2.65) at 0.05 level of significance. Therefore the null hypothesis is rejected. It can be inferred that methodology subjects opted at B.Ed level make a significant difference in their stress experienced of the B.Ed

prospective teachers in some where or among themselves.

Since the F-value is significant, further probe was attempted to know which methodology groups differ significantly in their stress experienced

Table-5

Stress Experience-Different Methodology Groups -Means and S.Ds

Variable	N	Mean	S.D	df	D	σD	t- values
Mathematics	62	136.90	7.30	98	1.73	1.36	1.27@
Physical Science	38	138.63	6.20				
Mathematics	62	136.90	7.30	115	2.46	1.37	1.79@
Biological Science	55	134.44	7.53				
Mathematics	62	136.90	7.30	160	1.71	1.19	1.43@
Social studies	100	135.19	7.61				
Physical science	38	138.63	6.20	91	4.19	1.42	2.95**
Biological science	55	134.44	7.53				
Physical science	38	138.63	6.20	136	3.44	1.25	2.75**
Social studies	100	135.19	7.61				
Biological science	55	134.44	7.53	153	0.75	1.26	0.59@
Social studies	100	135.19	7.61				

@-Not Significant at 0.05 level ** Significant at 0.01 level.

From table 5, the obtained t-value (2.95) for df 91 is greater than the table value of 2.63. Hence it is significant at 0.01 level. Therefore the null hypothesis is rejected. The Physical science and Biological science B.Ed Prospective teachers make a significant difference in their stress experienced. The mean difference (4.19) is in favour of Physical science. It can be inferred that Physical science B.Ed prospective secondary school teachers experienced more stress than their Biological science counterparts

Table 5 revealed that, the obtained another t-value (2.75) for df 136 is greater than the table value of 2.63. Hence it is significant at 0.01 level. Therefore the null hypothesis is rejected. The Physical science and Social studies B.Ed Prospective teachers make a significant difference in their stress experienced. The mean

difference (3.75) is in favour of Physical science. It can be inferred that Physical science B.Ed prospective secondary school teachers experienced more stress than their Social studies counterparts.

Table 5 also revealed that the t-values (1.27, 1.79,1.43 and 0.59) are less than the table value and they are not significant at 0.05 level. Therefore the null hypothesis is accepted. It can be inferred that Mathematics and Physical science, Mathematics and Biological science, Mathematics and Social studies and Biological science and Social studies B.Ed Prospective teachers do not make significant difference in their stress experienced.

MAJOR FINDINGS

1. 17% of the total sample of B.Ed prospective teachers experienced low level of stress and around 17% of the

- sample experienced high level of stress. The remaining 66% have experienced moderate level stress.
2. Sex, academic qualifications and location do not make a significant difference in their stress experienced of B.Ed prospective teachers.
 3. Social status does not make a significant difference in their stress experienced of the B.Ed prospective teachers
 4. Physical science with Biological science and Social studies methodology groups make a significant difference in their stress experienced of B.Ed prospective teachers.
 5. Mathematics and Physical science, Mathematics and Biological science, Mathematics and Social studies, and Biological science and Social studies B.Ed Prospective teachers do not make significant difference in their stress experienced.

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CONSTRUCTION AND STANDARDIZATION OF RESEARCH ATTITUDE SCALE (RAS)

4

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INTRODUCTION

Discovery and invention- this two powerful vocabularies rule the world. Searching is the base for all the inventions and discoveries. Thirst of knowledge leads us to search. Humans have some searching in their life path. There is no end for searching. Searching makes us alive. The term searching provides different meaning in different place in our real life. But, in academic side, searching is a process to attain some knowledge. Knowledge expansion is one of the significant aims of the education. There are so many activities and aspects for knowledge expansion in our curriculum. Among, Research is one of the most prominent activity and base for all our development.

Research is a systematic scientific process to discover the new knowledge. It is more formal, systematic and intensive procedure, carrying on the scientific method. The main purpose of the research is to find the truth which is hidden. Research helps to understand our present, past and future. Research in different fields makes our life more simple and sophisticated. Every nation allots more funds every year for research and development. To

promote research among the students, educational experts and policymakers add the 'Research methodology' course as a part of the curriculum especially in Higher education. Doing research project is one of the important tasks of research methodology course. Students should do their projects by themselves only. But, there are so many private project centers are functioning to do those projects for them in many cities. It makes question about the authenticity of the research work and the researcher. It spoils the purpose of the course and curriculum framing. Therefore, it is necessary to check the students' attitude towards the research work. As yet, there seems to be no questionnaire for assessing the research attitude of college students in Tamilnadu. So the researcher decided to construct this scale.

OBJECTIVE OF THE STUDY

- ◆ To construct the Research attitude scale (RAS).
- ◆ To standardize the Research attitude scale (RAS).

Design of the study

This is the tool construction activity which is the part of research work.

The research tool construction and standardization has the following steps:

- 1) Tool conceptualization
- 2) Item preparation
- 3) Pre tryout
- 4) Pilot study
- 5) Item analysis
- 6) Final draft
- 7) Standardization

Tool conceptualization

It is the planning stage. The investigator selected this topic and carefully introspected. The investigator talked within about the type of tool, response type, samples, dimensions etc., regarding the specific tool to be constructed. The investigator prepared the outline of the RAS scale in this stage.

Item preparation

The investigator consulted 7 Associate professors in education, Management and commerce for constructing the

Research attitude scale (RAS). Based on the discussion, Likert type attitude scale was found to be suitable for this tool construction. In the tool, at the end of each statement, five options were given namely –‘Strongly Agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly Disagree’. Positive statements having the scores 5, 4, 3, 2, 1 and 1, 2, 3, 4, 5 for negative statements. During the discussion, it was also decided to write the items in the following dimensions,

1. Personal confidence
2. General mindset
3. Research process
4. Co-operation
5. Utilization of resources
6. Research ethics

Based on the above dimensions, the investigator prepared Research attitude scale (RAS) with 75 questions. The distribution items of Research attitude scale (RAS) under each theme was presented in the table 1.

Table 1

Research attitude scale (RAS)

Distribution of Items under each dimension

S.No	Dimensions	No. of questions
1	Personal confidence	21
2	General mindset	11
3	Research process	19
4	Co-operation	09
5	Utilization of resources	08
6	Research ethics	07
Total		75

Pre-tryout

The statements prepared for the questionnaires were presented to a jury (2 Associate professors, 4 Assistant professors and 5 JRF scholars) of 11 members for review. They were requested to judge the suitability of the items and appropriateness of the language. Based on the comments

and suggestions from them, the scale was edited and restructured. On the basis of criticisms and suggestions of the experts involved, 10 statements were rejected and 65 statements were retained. After the pre-tryout, the distribution items of Research attitude scale (RAS) under each theme was presented in the table 2.

Table 2

Research attitude scale (RAS)

Distribution of Items under each dimension after pre-tryout

S.No	Dimensions	No. of questions
1	Personal confidence	20
2	General mindset	09
3	Research process	14
4	Co-operation	08
5	Utilization of resources	08
6	Research ethics	06
Total		65

Pilot study

For the standardization and construction of the tool, the investigator conducted a pilot study. The constructed tool was administrated on 304 randomly selected students. The samples were collected from the Post graduate students of M.Ed colleges, Arts and science colleges and Management colleges in Coimbatore district of Tamilnadu state. As per the research process, clear instructions and assurance were given to the samples. There was no time limit, but the samples took 45 to 60 minutes to fill the questionnaire. The

responses of samples were scored according to the positive and negative nature of the statements.

Item analysis

Item analysis is one the important steps in tool standardization process. For this pupose the investigator used item total correlation to find out 'r' values. The items with $r > 0.3$ were selected and other items were not selected. Based on this correlation analysis, 40 statements were retained and 25 statements were rejected. The correlation analysis of Research attitude scale (RAS) was presented in the table 3

Table 3

Item total correlation of Research attitude scale (RAS)

Item Number	'r' value	Result	Item Number	'r' value	Result
1.	0.371	selected	33.	0.248	rejected
2.	0.296	rejected	34.	0.354	selected
3.	0.348	selected	35.	0.279	rejected
4.	0.255	rejected	36.	0.614	selected
5.	0.336	selected	37.	0.433	selected
6.	0.489	selected	38.	0.215	rejected
7.	0.480	selected	39.	0.382	selected
8.	0.679	selected	40.	0.038	rejected
9.	0.388	selected	41.	0.484	selected
10.	0.366	selected	42.	0.519	selected
11.	0.165	rejected	43.	0.522	selected
12.	0.435	selected	44.	0.430	selected
13.	0.490	selected	45.	0.311	selected
14.	0.199	rejected	46.	0.228	rejected
15.	0.332	selected	47.	0.293	rejected
16.	0.310	selected	48.	0.108	rejected
17.	0.576	selected	49.	0.101	rejected
18.	0.135	rejected	50.	0.365	selected
19.	0.123	rejected	51.	0.297	rejected
20.	0.432	selected	52.	0.432	selected
21.	0.085	rejected	53.	0.279	rejected
22.	0.149	rejected	54.	0.593	selected
23.	0.110	rejected	55.	0.642	selected
24.	0.160	rejected	56.	0.133	rejected
25.	0.467	selected	57.	0.798	selected
26.	0.354	selected	58.	0.322	selected
27.	0.221	rejected	59.	0.693	selected
28.	0.507	selected	60.	0.355	selected
29.	0.697	selected	61.	0.298	rejected
30.	0.559	selected	62.	0.643	selected
31.	0.346	selected	63.	0.016	rejected
32.	0.038	rejected	64.	0.644	selected
			65.	0.541	selected

Final draft

After the item analysis, the distribution items of Research attitude scale (RAS)

under each theme was presented in the table 4.

Table 4

Research attitude scale (RAS)

Distribution of Items under each dimension after item analysis

S.No	Dimensions	No. of questions
1	Personal confidence	12
2	General mindset	05
3	Research process	08
4	Co-operation	06
5	Utilization of resources	05
6	Research ethics	04
Total		40

Therefore, the final form of Research attitude scale (RAS) was prepared with 40 statements.

Standardization

The investigator established the reliability, validity and norms to standardize the Research attitude scale (RAS).

Reliability

Reliability refers both stability and consistency of test scores. Here, the investigator used split half method and Cronbach alpha method to establish the

reliability of the scale. A sample of 50 postgraduate students of three colleges participated in the test of reliability. The investigator used Pearson and Spearman correlation coefficients in split half method. The half and whole test reliability coefficients of Research attitude scale (RAS) was 0.77 and 0.87 respectively. In addition, the investigator used Cronbach alpha method to ensure the reliability of the scale. Cronbach alpha reliability value was 0.85. Both tests indicate that the tool is highly reliable.

Table 5

Reliability comparison table

S.No.	Type of reliability estimation	values	Interpretation
1	Split half method	0.87	High
2	Cronbach alpha	0.85	High

Validity

A tool is valid if it measures what it claims to measure. To obtain validity, the final form of research attitude scale (RAS) was given to 3 Associate professors and requested them to check the items. By the reply of the experts, the tool has face and content validity.

Norms

The investigator presented the general norms of entire sample. The maximum

marks for the Research attitude scale (RAS) is 200. The general norm are one who scores up to 40% is said to have low level of research attitude, it one scores above 40% to 60% are said to have an average level of research attitude and it one who scores above 60% is said to have high level of research attitude. On this basis, the samples were categorized into three groups.

Table 6

Norms

S.No.	Level of research attitude	Scores range	Scores (%)
1	Low	40 - 80	below 40%
2	Average	81 - 120	40% - 60%
3	High	121 - 200	Above 60%

General instruction

- This Research attitude scale (RAS) is suitable to social science research area students alone.
- This tool can be used by postgraduate and scholar level students alone.
- The maximum marks for the Research attitude scale (RAS) is 200 and minimum mark is 40.
- Positive statements scores for the responses in the order of 5, 4, 3, 2, 1 and 1, 2, 3, 4, 5 for negative statements.

CONCLUSION

India is in the category of 'Developing nations' in the global context. Research and development in every aspect is necessary to upgrade our status as 'Developed nations'. It is important that scholars who are the future constructors of the nation should have positive attitude towards the research work. This Research attitude scale (RAS) can help the scholars, professors, research supervisors, policy makers to understand the students' attitude in research work.

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RESEARCH ATTITUDE SCALE (RAS)

Put a tick mark in the appropriate box

S. No.	Statements	Strongly agree	agree	undecided	Disagree	Strongly disagree
1.	I have interest in knowledge seeking.					
2.	I have fear to do research.					
3.	Choosing the research problem is difficult one.					
4.	Someone choosing the topic for me makes me happy.					
5.	I have the basic knowledge in research methods.					
6.	Topic related discussion with experts is not necessary.					
7.	I can choose the desirable research topic.					
8.	I have good relationship with my seniors.					
9.	Model research format need not be given before the start research work.					
10.	Foreign authors' books should be referred for research work.					
11.	Exchange of ideas between the scholars under different supervisors is necessary one.					
12.	Using the internet often to collect the review literature.					
13.	Collecting literatures from other colleges and universities.					
14.	I can choose appropriate sampling technique for my research.					
15.	I get proper guidance from my guide.					
16.	I discuss about my research work with my friends.					
17.	I use / used the library frequently to do the research work.					
18.	I can share my views and ideas with research guide without any hesitation.					
19.	There is no good cooperation among the research supervisors in my college.					

S. No.	Statements	Strongly agree	agree	undecided	Disagree	Strongly disagree
20.	I have sound knowledge in statistics.					
21.	I can present the data's in a proper format.					
22.	I can give explanation for each and every sentence of my dissertation.					
23.	I have competence to do the research work.					
24.	I feel those who read my research report they can understand my work.					
25.	My dissertation work is clear and unambiguous.					
26.	My research work is applicable in its area.					
27.	The allotted time interval is enough to do research work.					
28.	I can finish the research work within a time.					
29.	Getting funds for my research work is easy one.					
30.	I do my research work sincerely.					
31.	Results may show to others without consulting the samples.					
32.	Research work helps to develop my skills.					
33.	I feel happy someone to do the research for me.					
34.	I do research only for the mark purpose.					
35.	I feel that the research work provide job opportunity for me.					
36.	I feel the research work prepares a student to face the challenges in life.					
37.	I feel the research work is only evidence purpose not utilize in educational situation.					
38.	I have an idea to send my research work to research journals.					
39.	I feel another theory paper is better instead of research work.					
40.	I feel that the research work makes mental stress to me.					

BEHAVIOURAL PROBLEMS AMONG PRIMARY SCHOOL CHILDREN IN RELATION TO SOME SELECTED VARIABLES

5

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INTRODUCTION

Primary stage is one of the most important stages in educational ladder. It is the root of the educational system. It constitutes a very important part of the entire educational structure. It is the foundation stone on which lies the entire educational structure and foundation of the super structure of the nation which we intend to build. The education which the child receives at this stage, provide the foundation of his physical, mental, emotional intellectual and social development.

A child from the moment he is born is influenced by social environment of mother, father, siblings and neighbours, teachers etc. His behaviour is shaped by the expectations of these people. If he conforms to their expectations he is rewarded; if he does not, he is punished. The developments of values such as moral, social, religious are directed by the society in which he lives. As long as the child fits into the norms developed by the society he is accepted and family life is smooth; but if he rebels, the conflict starts and he is labelled as a problem children. Behaviour problems among children are a deviation from the accepted pattern of behaviour on the part of the children they

are exposed to an inconsistent social and cultural environment. But these are not to be equated with the presence of psychiatric illness in the child as these are only the symptoms or reactions to emotional and environmental stress. However if these behaviours were allowed to continue, they are likely to pose problems of adjustment to the child in the school age. In this study the term 'behaviour problems' is define as a deviant behaviour of a child which does not conform to the expectations of the society and is considered detrimental to the welfare of self, family and society.

Varying type of problem behaviour ranging from hyperactivity, inattention, anxiety, depression, aggression etc. have been a cause of serious concerns for teachers as well as parents. These behaviours are unacceptable and inappropriate for their age. Such behaviour may lead to social conflict, family disturbances and failure of children in schools.

One of the major obstacles to creating an effective classroom learning environment is the behavioural problem child: the child who cannot or will not adjust to the socially acceptable norms for behaviour and consequently disrupts his own academic progress, the learning

efforts of his classmates and interpersonal relations are considered as behavioural problem children.

Behavioural problem children are found in every educational program and influence it to some degree and obviously where there are children with problems there will be potential problems for the others with whom they come in contact. Most of the investigators agree that the eldest and the youngest child in the family are subject to unusual influences and are more vulnerable to behaviour problems. Parents demand perfection from the first child. When the younger child is born they expect the older child to be more tolerant, understanding and co-operative. He is held responsible whenever there is a dispute between the two. He is expected to show more maturity. This gives him more tension and makes him more introverted. On the other hand, the younger child never learns to take responsibility. He is reared without adequate discipline.

The only child gets all the attention and affection from the parents. But he feels lonely. Moreover parents over protect him and he becomes more dependent and is not able to face the challenges of outside world. In our country sex plays a very important role. Birth of a boy is still celebrated with joy whereas arrival of a girl is not welcomed. A definite distinction is made by parents while giving affection. Attention, independence and education to a boy and girl. For example- higher education is many a time denied to a girl, even if she is more capable than her brother. This creates frustration in the girl.

NEED AND SIGNIFICANCE OF THE STUDY

Primary education is the first formal level of education. It is called primary stage of education in the sense that the child is formally introduced to disciplinary rules of education which is socially recognized. He attains requisite mental maturity at this stage to undergo formal school of education. His mind during this stage is ripe to understand the distinction between play and work; it is a period of growth. The child's physique grows along with the brain rapidly. It has been observed in school, primary children exhibit many behavioural problems. So Behavioural problems of students in school are much emphasised agenda for research in education in general and psychology in particular. In spite of many attempts to understand and to know the severity of behavioural problems of primary school students by the psychologist, still the problem is not understood completely. When compared to the best research in behavioural problems of school children in India is at low level. Children under 16 years of age constitute over 40% of India's population and estimating the prevalence of behavioural problems in children and also identifying them early is of importance in planning and providing appropriate mental health service to this vulnerable population. Though several studies have been conducted to identify the prevalence rate of the behavioural problem children and its associated causes in India and Abroad but in northeast very less studies have been conducted. Not many studies have been carried out to find out the different behavioural problems of school

going children and the severity of the problem. So this topic has become a major concern for psychologist as they are finding it difficult to tackle the problem. Hence the researcher felt the urgent needs of studying the behavioural problems of primary school children.

STATEMENT OF THE PROBLEM

The problem undertaken for the present study has been entitled as “*Behavioural Problems among Primary School Children in Relation to Some Selected Variables.*”

OBJECTIVES OF THE STUDY

1. To identify the common behavioural problems of primary school children.
2. To identify the behavioural problems in relation to the variables-
 - a. Number of children in the family
 - b. Ordinal position of the child among the siblings
 - c. Gender

RESEARCH QUESTIONS

1. What are the common behavioural problems prevalent among the primary school children?

2. Whether there exists any relationship between the behavioural problems of primary school children and
 - a. Number of children in the family
 - b. Ordinal position of the child in the family
 - c. Gender

METHODOLOGY OF THE STUDY

Descriptive survey method has been adopted to study the common behavioural problems of primary school children. The present study was carried out in kamrup metro district of Assam only. The investigator has adopted purposive sampling technique to select the sample. The sample consists of 150 identified primary school children and their respective parents/guardians of behavioural problem children of primary school of kamrup metro district of Assam. Vanderbilt ADHD Diagnostic Teacher Rating Scale and Self- structured questionnaire were used for collecting the relevant data. The collected data were systematically tabulated and analysed with the help of frequency distribution table, simple percentage and graphical representation.

Objective 1

To identify the common behavioural problems of primary school children.

Table 1.1

Sex wise Total Identified Samples

Gender	Identified children	% Age
Boys	108	72
Girls	42	28
Total	150	100

Table 1.1 reveals that out of 150 108 i.e. 72% are Boys and 42 i.e. 28 % are identified Behavioural Problem Children, girls having behavioural Problems

Fig. 1.1

Graphical Representation of Identified Children

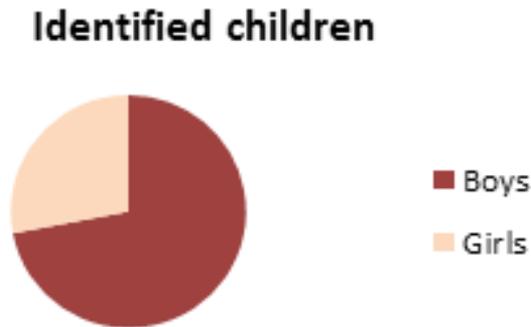


Table 1.2

Age group wise distribution of total identified children

Age	Boys	%age	Girls	%age
6-7	14	12.96	6	14.28
8-9	28	25.93	7	16.67
10-11	40	37.04	12	28.57
12-Above	26	24.07	17	40.48
Total	108	100	42	100

Table 1.2 shows that out of 108 boys having Behavioural Problems, 12.96% are from age group 6-7, 25.93% boys from age group 8-9, 37.04% boys from age group 10-11 and 24.07% boys from age group 12-above. But out of 42 identified Girls, 14.28% girls from age group 6-7 and 16.67%, 28.57%, 40.48% girls are from age group 8-9, 10-11, and 12- above respectively. In case of Boys most of the Behavioural Problem children are from age group 10-11 and in case of Girls most of the Behavioural problems children are from age group 12-Above.

Table 1.3(a)

Number of children having Single double and Multiple Problems

Problems	Children	% age
Single	59	39.33
Double	51	34.00
Multiple	40	26.67
Total	150	100

Fig. 1.2

Graphical representation of children having Single, Double & Multiple Problems

Children having Single/Double/Multiple Problems

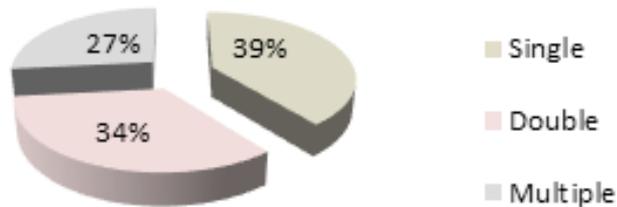


Table 1.3(b)

Number of children having Single and Multiple

Problems	Frequency	%age
Single	59	39.33
Multiple	91	60.67
Total	150	100

Fig. 1.3

Graphical representations of children having Single & Multiple Problems

Children with Single & Multiple Problems

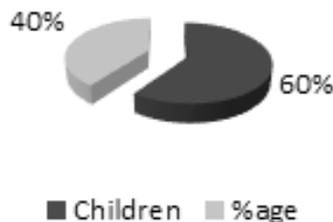


Table 1.3 (a),(b) explain the existence of Behavioural problems of primary school children in three different categories such as- Single (only one Behavioural Problem), Double (More than one behavioural

Problem) and Multiple (more than two behavioural Problems). It reveals that most of the Children have multiple behavioural problems viz. more than one Behavioural problem i.e. 60.67%

Table 1.4

Total Behavioural problems exhibited by primary school Children

Problems	Frequency	% age
Inattention	100	66.67
Hyperactivity	62	41.33
ADHD	37	24.67
Conduct	56	37.33
Anxiety/Depression	70	46

From the table 1.4 it is clear that out of 150 identified Behavioural Problem Children 100 i.e. 66.67% Children have inattention Problem, 62 (41.33%) Children identified having Hyperactivity Disorder, 37 (24.67%) children Identified having both Inattention and Hyperactivity Disorder (ADHD), 56 i.e. 37.33% children have Conduct/

oppositional Defiant disorders and 70 i.e. 46% children identified having Anxiety/Depression Disorder. It reveals that most of the Children suffering from Inattention Behavioural Problems followed by Anxiety/Depression, Hyperactivity/ impulsivity Disorder, Conduct/ Oppositional Defiant and ADHD Disorder respectively.

Fig. 1.4

Graphical representation of total numbers of behavioural problems exhibited by the primary school children

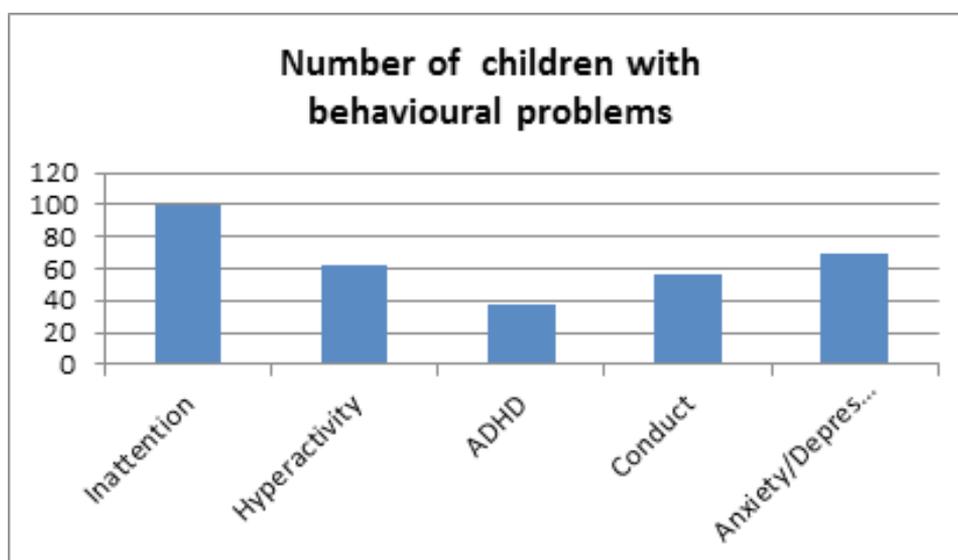


Table 1.5

Age group, Gender wise distribution of Behavioural Problems of Primary School Children

Problems	6-7		8-9		10-11		12-Above	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Inattention	15	10	26	10	18	6	10	5
	59.69%	58.82%	65%	83.33%	64.29%	85.71%	71.43%	83.33%
Hyperactive	13	5	18	5	13	1	5	1
	50%	29.41%	45%	41.67%	46.43%	14.29%	35.71%	16.67%
ADHD	8	3	11	4	7	1	2	1
	30.77%	17.64%	27.5%	33.33%	25%	14.29%	14.29%	16.67%
Conduct	9	5	19	5	9	1	5	3
	34.62%	29.41%	47.5%	41.67%	32.14%	14.29%	35.71	50%
Anxiety / Depression	15	9	11	7	15	3	8	2
	57.69%	52.94%	27.5%	58.33%	53.57%	42.85%	57,14%	33.33%

Table 1.5 reveals that in the Age group **6-7 years**, 59.69% boys and 58.82% Girls have **Inattention** Problem. Here **Boys** are more Inattentive than **girls**. In the Age group **8-9 years**, 65% Boys and 83.33% Girls have Inattention Problem. Here **Girls** are more Inattentive than **Boys**. In the Age group **10-11 years**, 64.29% Boys and 85.71% Girls are Inattentive. Here also **Girls** are more Inattentive than **Boys**. In the Age group **12- Above**, 71.43% Boys and 83.33% Girls have Inattention Problem. In this Group also Girls are more Inattentive than Boys. So in comparison to Boys , **Girls are more Inattentive**.

In the Age group **6-7**, 50% boys and 29.41% Girls have **Hyperactivity** Problem .Here **Boys** are more Hyperactive than **girls**. In the Age group **8-9**, 45% Boys and 41.67% Girls have Hyperactivity Disorder. Here **Boys** are more Hyperactive than

Girls. In the Age group **10-11**, 46.43% Boys and 14.29% Girls are Hyperactive. Here also **Boys** are more Hyperactive than **Girls**. In the Age group **12- Above**, **35.71 %** Boys and 16.67% Girls have Hyperactivity Disorder. In this Group also Boys are more Hyperactive than Girls. So in comparison to Girls, **Boys are more Hyperactive**.

In the Age group **6-7**, 30.77% boys and 17.64% Girls have **ADHD** Problem. Here **Boys** have more ADHD than **girls**. In the Age group **8-9**, 27.5% Boys and 33,33% Girls have ADHD Problem. Here Girls have more ADHD problem than **Boys**. In the Age group **10-11**, 25% Boys and 14.29% Girls have ADHD problem. Here also **Boys** have more ADHD problem than **Girls**. In the Age group **12- Above**, **14.29 %** Boys and 16.67% Girls have ADHD problem. In this Group also Boys have more ADHD problems than Girls.

In the Age group 6-7, 34.62% boys and 29.41% Girls have **Conduct Disorder** Problem. Here **Boys** have more problems than **girls**. In the Age group 8-9, 47.5% Boys and 41.67% Girls have Conduct Disorder. Here **Boys** have more problem than **Girls**. In the Age group 10-11, 32.14% Boys and 14.29% Girls have conduct Disorder Problem. Here also **Boys** have more problem than **Girls**. In the Age group 12- Above, 35.71 % Boys and 50% Girls have Conduct Disorder. In this Group also Girls have more Problem than Boys. So in comparison to Girls, **Boys have more conduct disorder**.

In the Age group 6-7, 57.69% boys and 52.94% Girls have **Anxiety/Depression** Problem. Here **Boys** have more problems

than **girls**. In the Age group 8-9, 27.5% Boys and 58.33% Girls have this Disorder. Here **girls** have more problems than **Boys**. In the Age group 10-11, 53.57% Boys and 42.85% Girls have this problem. Here also **Boys** are more depressed than **Girls**. In the Age group 12- Above, 57.14 % Boys and 33.33% Girls have this Disorder. In this Group also Boys are more depressed than Girls. So in comparison to Girls, **Boys have more Anxiety/ Depression Problem**.

Objective 2: To identify the behavioural problems in relation to the variables –

- a) Number of children in the family
- b) Ordinal position of the child among siblings
- c) Gender

Table 2.1(a)

Number of Children According to Age Group

Age	1	2	3	4	5
6-7	14	21	7	1	
8-9	17	25	9		1
10-11	10	19	4	1	1
12-above	4	6	7	2	1
Total	45	71	27	4	3
% age	30	47.33	18	2.67	2

Fig. 2.1(a)

Graphical representation of number of children according to Age Group

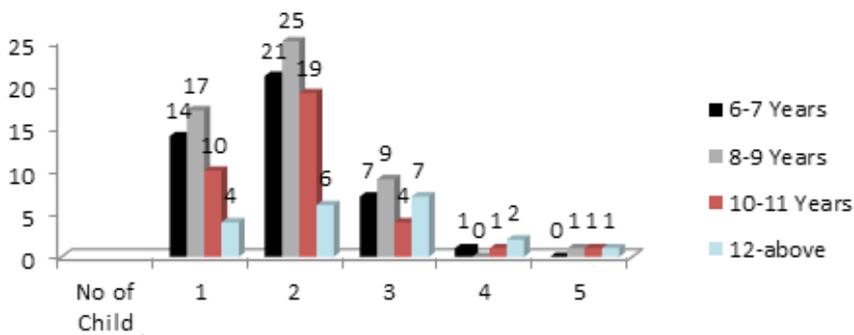


Table 2.1(b)

Behavioural Problems according to the Number of Children

Problems	6-7			8-9			10-11			12-above		
	Eldest	youngest	2nd born	Eldest	youngest	2nd born	Eldest	youngest	2nd born	Eldest	youngest	2nd born
Inattention	17	7		27	8	1	18	6		7	8	1
Hyperactivity	13	6		14	9	1	11	3		1	1	
ADHD	9	2		13	5	1	6	2		1	1	
Conduct	9	4		12	8	2	9	2		4	3	
Anx/Depre	12	11	1	14	2	2	10	7		7	3	1

Table 2.1(a&b) reveals that most of the Problem occurs in the family where number of children are Two i.e. 47.33%, followed by only child i.e. 30%, three children i.e.18%, Four 2.67% and then Five i.e. 2% children.

Table 2.2 (a)

Ordinal Position of the Identified Children

Age	Eldest	Youngest	Second
6-7	26	16	1
8-9	33	18	1
10-11	25	10	
12-above	11	8	1
Total	95	52	3
% Age	63.33	34.67	2

Fig. 2.1(b)

Graphical representation of ordinal position of children according to Age Group

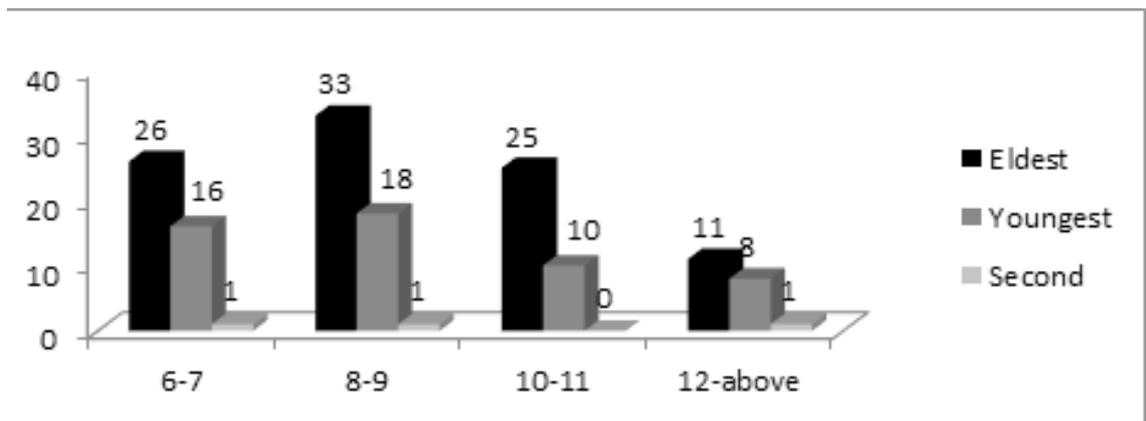


Table 2.2 (b)

Behavioural Problems according to the Ordinal Position of the Children

Problems	6-7			8-9			10-11			12-above		
	Eldest	youngest	2nd born	Eldest	youngest	2nd born	Eldest	youngest	2nd born	Eldest	youngest	2nd born
Inattention	17	7		27	8	1	18	6		7	8	1
Hyperactivity	13	6		14	9	1	11	3		1	1	
ADHD	9	2		13	5	1	6	2		1	1	
Conduct	9	4		12	8	2	9	2		4	3	
Anx/Depre	12	11	1	14	2	2	10	7		7	3	1

From the Table 2.2(a&b) it has been found that most of the Behavioural Problems occur among the Eldest i.e. 63.33% in the family. 34.67% occurs among youngest child, and only 2 % occurs among the Second born Child in the Family.

Table 2.3

Total number of Boys and Girls exhibited the Behavioural Problems

Gender	Identified children	% Age
Boys	108	72
Girls	42	28
Total	150	100

The table 2.3 it is clear that Behavioural Problems are high among the Boys than Girls. Most of the Boys have Behavioural Problems i.e. out of 150 identified Behavioural Problem Children 72% are Boys and 28 % are Girls.

Fig. 2.1

Graphical representation of Behavioural Problems exhibited by Boys & Girls

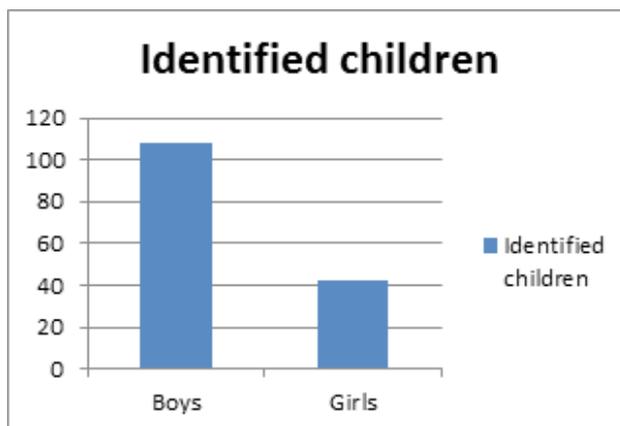


Table 2.4

Gender wise Behavioural Problems of identified Primary School Children

Problems	Boys	% Age	Girls	% Age
Inattention	69	63.88	31	73.8
Hyperactivity	49	45.37	13	30.95
ADHD	28	25.93	9	21.43
Conduct	42	38.89	14	33.33
Anx/Depren	50	46.29	20	47.62

Fig. 2.2

Graphical Representation of Gender wise Behavioural Problems

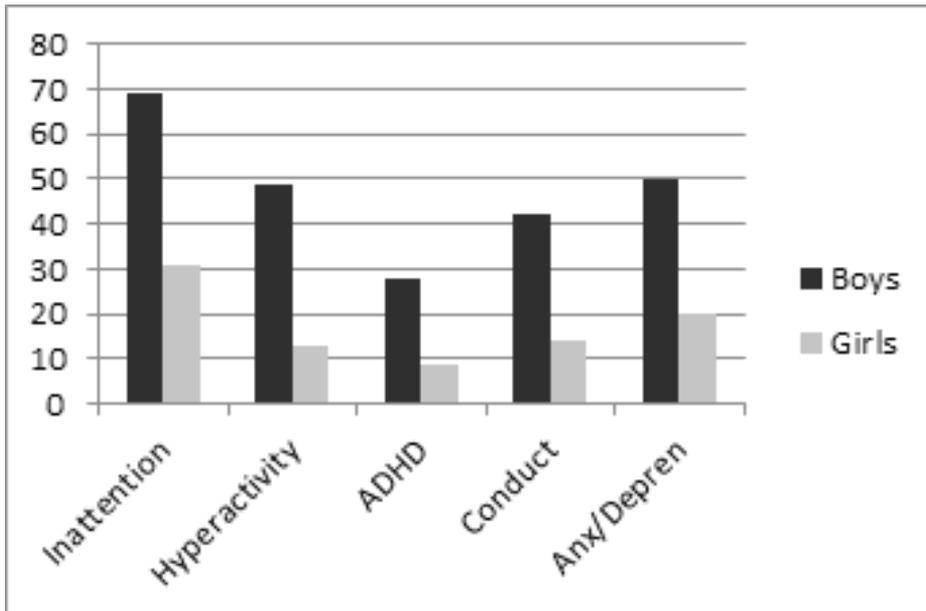


Table 2.4 reveals that out of five different Behavioural problems Inattention is higher among both Boys and Girls i.e. 63.88% among Boys and 73.8 among Girls. It means Girls have more Inattention Problems than Boys. Anxiety/ Depression, Hyperactivity, Conduct and ADHD Disorder placed Second, Third, Fourth and Fifth with 47.62%, 33.33%, 30.95% and 21.43% respectively among the Girls.

Fifth place with 46.29%, 45.37%, 38.89% and 25.93% respectively among Boys. On the other hand Anxiety/ Depression, Conduct, Hyperactivity and ADHD Disorder placed second, Third, Fourth and Fifth with 47.62%, 33.33%, 30.95% and 21.43% respectively among the Girls.

FINDINGS

- 1) The present study revealed that out of total population only 13.17 % children were identified as behavioural problem children.
- 2) It showed that majority of the children had multiple behavioural problems viz. more than one behavioural problems.
- 3) It revealed that Inattention as a behavioural problem found highest among the primary school children.
- 4) Second highest behavioural problem was Anxiety/ Depression Disorder and Hyperactivity, Conduct/ oppositional Defiant, ADHD Disorder placed third, fourth and fifth respectively.
- 5) Study revealed that out of total identified behavioural problem children 45 i.e. 30 % family had only child, 47.33 % family had two children, 18 % family had three children, 2.67 % family had four children and 2 % family had five children.
- 6) The present study showed that out of total identified behavioural problem children 50 i.e. 33.33 % children were first born or eldest of the family and 34.67 % children were youngest of the family and 30 % were only child.
- 7) From the study it was observed that youngest of the family had more behavioural problems followed by eldest or first born, only child and second born children.
- 8) The present study showed that out of total identified behavioural problem children 108 were boys and only 42 were girls.

- 9) The present study revealed that Boys were exhibited more behavioural problems than that of Girls.
- 10) Behavioural problems exhibited by the boys were not similar with the behavioural problems exhibited by the girls.

SUGGESTIONS AND CONCLUSION

1. The reward should be frequent, small and for actual accomplishments rather than for obedience. Initial contracts should approximate the final behaviour desired. The contract should be clear, fair and attainable. Contract must be adhere to and the unwanted behaviour should never be reinforced.
2. The child must know clearly what is expected without anger, the parents should state very clearly and descriptively what behaviour is appropriate. Jumping from one thing to another stop you from finishing that lovely picture sticking to that drawing until it is finished would be wonderful.
3. The parents should be patient with the child and restrain them for giving punishment to the child. If properly treated most children with ADHD can live productive lives and can cope reasonably well with their symptoms.
4. For anxiety disorder children, maintain a regular and nutritional diet. Avoid meal skipping. A proper diet is a critical source of energy for the child's ability to cope and recover.
5. Children with anxiety / depression disorder should be kept involved and extended isolation from positive activities should be avoided.

6. Parents should make themselves alert when children ask questions about themselves.
7. Reinforce adequate postures while doing any activity.
8. Hyperactive children should be kept occupied in play games, sports and peer groups. They can be also engaged in co-curricular activities.
9. Parents should try to ignore the temper tantrum children. As children learn that they are not going to get anything they will slowly stop throwing tantrums.
10. The children with anxiety/ depression disorder should be given chance to mix with others.
11. Judicious use of punishment by teachers should be help in some cases.
12. Children should be given the freedom to speak out without the fear of punishment.
13. Parents should stop criticizing and ridiculing the child.
14. The children should be made to feel secured by love, warmth and sympathy.

India is a developing country with a large population and school children occupy a significant chunk of it. Behavioural and emotional problems in this category of children are matter of great concern. Hence early identification and appropriate interventions would go a long way in helping these children to lead fruitful lives.

Regarding management in child psychiatry, emphasis is on changing the attitudes of parents, reassuring and retraining children, working with the family and coordinating the efforts of others who can help these children especially at school. In this aspect school teachers can serve as valuable resources both for identifying behavioural problems early and providing appropriate support to the child and his/her family as a part of multidisciplinary medical health services providing them.

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PROBLEM SOLVING ABILITY AND EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

6

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INTRODUCTION

“Mathematics is the gate and key of science. Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other science or the things of the world. And what is worse, men who are thus ignorant are unable to perceive their own ignorance and so do not seek a remedy” - Roger Bacon

Problem solving has special importance in the study of mathematics. A secondary goal of mathematics teaching and learning is to develop the ability to solve a wide variety of complex problems. The fundamental goal of all instruction is to develop skills, knowledge, and abilities that transfer to tasks not explicitly covered in the curriculum. The national council of teachers of mathematics (NCTM, 1980, 1989) recommended that the problem solving should be the focus of school mathematics. In other words “the art of problem solving is the heart of mathematics”.

The problem solving most commonly used in mathematics instruction are the so-called “word-problems”. The word-problems are introduced into instruction when pupils have learned a mathematics procedure and the teacher wants to give them practice in applying it. An objection to word-problems is that they provide

no opportunity to learn skills of problem formulation. Increased attention is now given to the real problems; problems that are meaningful to the pupil and that require knowledge of the problem-settings as well as knowledge of mathematics.

Life is like a machine. Competition is common everywhere. We see competition in business, agriculture, politics, research field as well as in education. We can say it is a competitive world now. So, the survival of the fittest becomes very difficult nowadays and due to this people face different levels of problem. So, man needs problem solving ability. If he is not able to solve the problem, it may lead to tension, depression and worries. This may lead to diseases like hypertension, cardiac disorder, diabetes etc., as well as mental ill health.

Emotional intelligence is not only a very important, but a very powerful aspect of a person's life. It helps a person's life. It helps a person very much in all spheres of his/her life through its various competencies such as knowledge of his or her emotions i.e. self-awareness, managing emotions, motivating oneself, recognizing emotions, in others i.e. empathy and handling relationships. People with high emotional intelligence are happier, healthier, self-assured and

interested, full of self esteem, self-concept, self-confidence, self determination, and aspiration, motivations, open-minded, express needs while getting along with colleagues, turn to teachers for help and follow directions and are more successful in this relationship with others. They are able to understand their own emotions, regulate them for the most happy and productive behavior, muster high levels of motivation and understand other's emotions.

Emotional intelligence is vital for one's success. It accounts for 80% of one's success in life. People with emotional intelligence succeed in their lives. It brings success in schools, work and relationships. When applied to workplace, emotional intelligence is about thinking intelligence with emotions, perceiving expressing, understanding and managing emotions in a professional and effective manner at work.

Emotional intelligent is also important to know that we educate students with one main objective in mind their success. If emotional intelligence is considered now-a-days vital for success then we need to teach its components to our students at schools and colleges. If it affects students environment, then it is misperceive for schools to integrate it in their curricula, hence raising the levels of students' success. Teaching emotional and social skills to students in schools is very important at this age of competitiveness. It can affect academic achievement of students very positively not only during the years they are taught, but during the future years to follow as well.

A person's life is full of various types of emotions. Emotions are very important

and are inseparable part of a person's life. Emotions generate a lot of energy which may be destructive to life. In order to channel this energy for the positive, constructive and all round development of the person, he or she needs a special kind of intelligence known as emotional intelligence. It helps an individual know and manage his or her own emotions, and other's emotions as well. It helps in making and managing cordial relationship with everybody in the society. It makes the life of an individual tension-free, happy, successful, and prosperous. As a whole, emotional intelligence makes a person an honorable, respectable and a wonderful member of the human society.

The study of problem solving ability and emotional intelligence may help the mathematical teachers to know the level of emotional intelligence and learning style of the students. It helps the teachers to develop teaching strategies that help the students to improve their problem solving skills and also helps the teachers understand the importance of creating a stress free classroom climate where children be emotionally comfortable.

For school, it is useful to develop student's ability by encouraging their originality and flexibility and developing the healthy habits among the students like persistence, reliance and self-confidence.

In this study, therefore, the investigator makes an attempt to find out the level of Problem Solving Ability and Emotional Intelligence and its relationship. The present study is designed to find out the problem solving ability and emotional intelligence of Higher Secondary school students.

GENERAL OBJECTIVES

1. To find the level of problem solving ability among the Higher Secondary students.
2. To find the level of emotional intelligence among the Higher Secondary students.
3. To find the relation between the problem solving ability and emotional intelligence of Higher Secondary students.
4. To find the level of problem solving ability among the Higher Secondary students in terms of gender.
5. To find the level of problem solving ability among the Higher Secondary students in terms of locality of school.
6. To find the level of emotional intelligence among the Higher Secondary students in terms of gender.
7. To find the level of emotional intelligence among the Higher Secondary students in terms of locality of school.
8. To find the significant difference in problem solving ability of the Higher Secondary students in terms of gender.
9. To find the significant difference in problem solving ability of the Higher Secondary students in terms of Locality.
10. To find the significant difference in emotional intelligence among the Higher Secondary students in terms of gender.
11. To find the significant difference in emotional intelligence among the Higher Secondary students in terms of locality of school.

SPECIFIC OBJECTIVES

1. To find the level of problem solving ability among the Higher Secondary students in terms of gender.
2. To find the level of problem solving ability among the Higher Secondary students in terms of locality of school.
3. To find the level of emotional intelligence among the Higher Secondary students in terms of gender.
4. To find the level of emotional intelligence among the Higher Secondary students in terms of locality of school.
5. To find the significant difference in problem solving ability of the Higher Secondary students in terms of gender.
6. To find the significant difference in problem solving ability of the Higher Secondary students in terms of Locality.
7. To find the significant difference in emotional intelligence among the Higher Secondary students in terms of gender.
8. To find the significant difference in emotional intelligence among the Higher Secondary students in terms of locality of school.
9. To find the significant relationship between the problem solving ability and emotional intelligence of Higher Secondary students in terms of gender.
10. To find the significant relationship between the problem solving ability and emotional intelligence of Higher Secondary students in terms of locality of school.

Null Hypothesis

1. There is no significant difference in problem solving ability of Higher Secondary students in terms of gender.
2. There is no significant difference in problem solving ability of Higher Secondary students in terms of locality of school.
3. There is no significant difference in emotional intelligence among the Higher Secondary students in terms of gender.
4. There is no significant difference in emotional intelligence among the Higher Secondary students in terms of locality of school.
5. There is no significant relationship between the problem solving ability and emotional intelligence of Higher Secondary students in terms of gender.
6. There is no significant relationship between the problem solving ability and emotional intelligence of Higher Secondary students in terms of locality of school.

METHODOLOGY

The investigator has selected the survey method to solve the present problem.

Population

The population of the present study consists of I group students in standard XI in Higher Secondary schools in cheranmahadevi educational union.

Sample

The sample for the present study was selected from different schools of cheranmahadevi educational union. Three hundred Higher Secondary I group students were selected by using simple random sampling method from 6 schools of cheranmahadevi educational union.

Tools used for the Study

The investigator has made use of self-made questionnaire for the Problem Solving Ability developed and validated by G.Baby Rani and Mrs.A.Faritha Begam and adopted the Emotional Intelligence questionnaire developed and validated by C.Deepa(2008) and Mrs.A.Faritha Begam.

Statistics Used

The investigator has made use of the following statistical techniques for analyzing the data gathered.

1. Mean
2. Standard deviation
3. 't' Test
4. ANOVA
5. Pearson Product Moment Correlation

Limitations

The following are the limitations of the study:

1. The investigator used only 0.05 level of significance.
2. The background variables were limited to gender, locality of school, nature of school, type of management, subject of study, parents' education and parents' occupation.

Delimitations

1. The variables selected for the study are problem solving ability and emotional intelligence
2. The present study is related to XI standard students studying mathematics as one of the subjects in cheranmahadevi educational union.

OBJECTIVE TESTING

1. To find the level of problem solving ability of Higher Secondary students.

Table 1

Level of problem solving ability of Higher Secondary students

Variable	Low		Average		High	
	N	%	N	%	N	%
Problem Solving ability	50	16.67	185	61.67	65	21.67

It is inferred from the above table that among the Higher Secondary students, 16.67%, 61.67% and 21.67% of them have low, average and high level of problem solving ability respectively.

- To find the level of problem solving ability of Higher Secondary students with regard to gender.**

Table 2

Level of Problem Solving Ability of Higher Secondary Students with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	27	18.00	95	63.33	28	18.67
Female	23	15.33	90	60.00	37	24.67

It is inferred from the above table that among the male students, 18%, 63.33% and 18.67% of them have low, average and high level of problem solving ability respectively.

It is inferred from the above table that among the female students, 15.33%, 60% and 24.67% of them have low, average and high level of problem solving ability respectively.

- To find the level of problem solving ability of Higher Secondary students with regard to Locality.**

Table 3

Level of Problem Solving Ability of Higher Secondary Students With Regard To Locality of School

Locality of School	Low		Average		High	
	N	%	N	%	N	%
Rural	15	10.00	105	70.00	30	20.00
Urban	35	23.33	80	53.33	35	23.33

It is inferred from the above table that among the rural school students, 10%, 70% and 20% of them have low, average and high level of problem solving ability respectively.

among the urban school students, 23.33, 53.33% and 23.33% of them have low, average and high level of problem solving ability respectively.

4. To find the level of emotional intelligence of Higher Secondary students.

Table 4

Level of Emotional Intelligence of Higher Secondary Students

Variable	Low		Average		High	
	N	%	N	%	N	%
Emotional Intelligence	59	19.67	174	58.00	67	22.33

It is inferred from the above table that low, average and high level of emotional among the Higher Secondary students, intelligence respectively. 19.67%, 58% and 23.33% of them have

5. To find the level of emotional intelligence of Higher Secondary students with regard to gender.

Table 5

Level of Emotional Intelligence of Higher Secondary Students with regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	30	20.00	87	58.00	33	22.00
Female	29	20.00	87	58.00	34	22.67

It is inferred from the above table that among the male students, 20%, 58% and 22% of them have low, average and high level of emotional intelligence respectively.

It is inferred from the above table that among the female students, 19.33%, 58% and 22.67% of them have low, average and high level of emotional intelligence respectively.

6. To find the level of emotional intelligence of Higher Secondary students with regard to locality of school.

Table 6

Level of Emotional Intelligence of Higher Secondary Students With Regard To Locality of School

Locality of School	Low		Average		High	
	N	%	N	%	N	%
Rural	26	17.33	108	72.00	16	10.67
Urban	33	22.00	66	44.00	51	34.00

It is inferred from the above table that among the rural students, 17.33%, 72% and 10.67% of them have low, average and high level of emotional intelligence respectively.

It is inferred from the above table that among the urban students, 22%, 44% and

34% of them have low, average and high level of emotional intelligence respectively.

Null Hypothesis – 1

There is no significant difference in the problem solving ability of Higher Secondary students with regard to gender.

Table 7

Difference in the Problem Solving Ability of Higher Secondary students with regard to Gender

Gender	N	Mean	SD	Calculated	Table	Remark
Male	150	21.03	4.19	0.84	1.96	NS
Female	150	21.43	4.02			

It is inferred from the above table that the calculated' value 0.84 is less than that of the table value 1.96 at 5% level. Therefore, the null hypothesis is accepted. Hence, there is no significant difference in the problem solving ability of Higher

Secondary students with regard to gender.

Null Hypothesis – 2

There is no significant difference in the problem solving ability of Higher Secondary students with regard to locality of school

Table 8

Difference in the Problem Solving Ability of Higher Secondary students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Table	Remark
Rural	150	21.62	3.76	1.64	1.96	NS
Urban	150	20.85	4.40			

It is inferred from the above table that the calculated't' value 1.64 is less than that of the table value 1.96 at 5% level. Therefore, the null hypothesis is accepted. Hence, there is no significant difference in the problem solving ability of Higher

Secondary students with regard to locality of school.

Null Hypothesis – 3

There is no significant difference in the emotional intelligence of Higher Secondary students with regard to gender.

Table 9

Difference in the Emotional intelligence of Higher Secondary students with regard to Gender

Gender	N	Mean	SD	Calculated 't' Value	Table	Remark
Male	150	53.61	13.39	0.08	1.96	NS
Female	150	53.73	13.63			

It is inferred from the above table that the calculated 't' value 0.08 is less than that of the table value 1.96 at 5% level. Therefore, the null hypothesis is accepted. Hence, there is no significant difference in the emotional

intelligence of Higher Secondary students with regard to gender.

Null Hypothesis – 4

There is no significant difference in the emotional intelligence of Higher Secondary students with regard to locality of school.

Table 10

Difference in the Emotional Intelligence of Higher Secondary students with regard to Locality of School

Locality of School	N	Mean	SD	Calculated 't' Value	Table	Remark
Rural	150	51.35	10.66	3.02	1.96	NS
Urban	150	55.99	15.51			

It is inferred from the above table that the calculated 't' value 3.02 is greater than that of the table value 1.96 at 5% level. Therefore, the null hypothesis is rejected. Hence, there is significant difference in the problem solving ability of Higher Secondary

students with regard to locality of school.

Null Hypothesis – 5

There is no significant correlation between problem solving ability in problem solving ability and emotional intelligence of Higher Secondary students.

Table 11

Correlation between Problem Solving Ability and Emotional Intelligence of Higher Secondary students

Variables	N	Calculated 'r' Value	Table Value	Remark
Problem Solving ability vs. Emotional intelligence	300	0.936	0.114	S

It is inferred from the above table that the calculated 'r' value 0.936 is greater than that of the table value 0.114 at 5% level. Therefore, the null hypothesis is rejected. Hence, there is significant correlation between problem solving ability and

emotional intelligence of Higher Secondary students.

Null Hypothesis – 6

There is no significant correlation between problem solving ability and emotional intelligence of Higher Secondary students with regard to gender.

Table 12

Correlation between Problem Solving Ability and Emotional Intelligence of Higher Secondary students with regard to Gender

Gender	N	Calculated'r' Value	Table Value	Remark
Male	150	0.920	0.160	S
Female	150	0.957	0.160	S

It is inferred from the above table that the calculated'r' value 0.920 and 0.957 are greater than that of the table value 0.160 at 5% level. Therefore, the null hypothesis is rejected. Hence, there is significant correlation between problem solving

ability and emotional intelligence of Higher Secondary students with regard to gender.

Null Hypothesis – 7

There is no significant correlation between problem solving ability and emotional intelligence of Higher Secondary students with regard to locality of school.

Table 13

Correlation between Problem Solving Ability and Emotional Intelligence of Higher Secondary students with regard to Locality of School.

Locality of School	N	Calculated'r' Value	Table Value	Remark
Rural	150	0.907	0.160	S
Urban	150	0.965	0.160	S

It is inferred from the above table that the calculated'r' value 0.907 and 0.965 are greater than that of the table value 0.160 at 5% level. Therefore, the null hypothesis is rejected. Hence, there is significant

correlation between problem solving ability and emotional intelligence of Higher Secondary students with regard to locality of school.

FINDINGS

1. No significant difference is found in the problem solving ability of Higher Secondary students with respect to gender.
2. No significant difference is noted in the problem solving ability of Higher Secondary students with respect to locality.
3. No significant difference is noted in the emotional intelligence of Higher Secondary students with respect to gender.
4. Significant difference is noted in the emotional intelligence of Higher Secondary students with respect to locality of school.
5. Significant correlation is observed between the problem solving ability of Higher Secondary students and their emotional intelligence.
6. Significant correlation is observed between the problem solving ability of Higher Secondary students and their emotional intelligence with respect to gender.
7. Significant correlation is observed between the problem solving ability of Higher Secondary students and their emotional intelligence with respect to locality of school.

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CONCLUSION

Correlation results of the study shows there is significant relationship between problem solving ability and emotional intelligence. There is linear relationship between the two variables. 'Salovey and Mayor'(1990) proposed that individual tend to differ greatly in their ability to organise their emotion in ordered to solve problems. Both emotions and moods have a subtle influence over the strangers involved in problem solving. They came to the conclusion that positive mood enables a grated degree of flexibility in future planning which enables better preparation for making the most of future opportunities. Similarly they claimed that good mood is beneficial in creative thinking as it increases individual ability to solve problems. The result of this study is also in par with the above statements. Efforts may be made to increase emotional intelligence through healthy parental practices and school practices. As problems are on the increase in the 21st century we require confident youth who could solve confidently the problems they encounter in their day to day life and social problems. This confidence could be gained through high EQ. The study proves the fact that emotional stability determines the problem solving ability of an individual. The investigator draws the conclusion that emotionally intelligent individual is at an advantage in adaptively solving the problems.

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