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COLLEGE OF EDUCATION (AUTONOMOUS)
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A STUDY OF ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS STUDYING IN SHERVARAYAN HILLS

1

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INTRODUCTION

The successful reading of a goal used, particularly, to refer to real-life success and when evaluating a person's life. Achievement signifies accomplishment or gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus the achievement means all those behavioral changes, which take place in the individual as a result of learning experience of various kinds.

In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The importance of achievement in educational institution is a matter of great social concern. It has become imperative for educators to ensure maximum achievement of all students enrolled for higher education, both for the benefit of the society and for the individual himself. In spite of numerous reforms that are being made for maximizing the academic achievement

of pupils in educational institution it is difficult to research.

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves quality, assurance and of total quality management of achievement.

Dictionary of Education (Good, 1959) defines Academic achievement as "The knowledge attained and skill developed in the school subjects which are usually determined by test scores or marks as signed by the teacher or both". Taylor (1964) defines school achievement scores as the best predictive of future success of the students.

REVIEW OF LITERATURE

Nasreen Qusar (2013), conducted a study titled "A study of Depression and Achievement Motivation among Secondary School Students" and concluded that there no significant difference in the depression level among high and low achievement motivation school students. There are significant

sex differences in the depression level among the secondary school students. There are no significant interactions between the achievement motivation and sex among the secondary school students with depression as the dependent variable.

Ram Mehar and Anjana Rana (2012), in their study, found the “Effectiveness of Blooms mastery learning model on achievement in economics with respect to attitude towards economics”. The present study reveals that achievement score in economics of student taught through learning was significantly higher than those which were taught through conventional methods. Further, the gain means with mastery learning model was more for high attitude group as against the low attitude group and the difference across two method of teaching was statistically significant. However, the difference in mean score for interaction across different grouping did not turn out to be significant. The study recommends the use of mastery of learning model for better performance of the students.

Kalaivani S. et al. (2010), in a study found that “Higher Secondary School Students Achievement in Chemistry in relation to their self concept” the study aimed at knowing the higher secondary students achievement in chemistry in relation to self-concept. The researcher framed objectives and hypothesis on the basis of the above context. The research

was carried out in 565 samples based randomly. Standardized questionnaire was used to collect the relevant data. After collecting the data they were analyzed using correlation analysis. Result shows that there is a positive and significant relationship between achievement in Chemistry and self concept.

Vasundra Saxema and Indira Sharma (2009) investigated the effectiveness of praise and criticism on achievement in English poetry of IX grade of a U.P Board school at Agra. The difference in achievement between the E1 (praise) group, E2 (criticism) group and the C (control) groups were statistically significant. The E1 (praise) group had scored higher than the other two.

NEED AND IMPORTANCE OF THE STUDY

Achievement is concerned with the knowledge gained organization skills developed in the school environment and usually assessed by test scores or marks assigned by teachers to the performance made by students. The essence of achievement is that one makes one's own plan, future expectation and to achieve a standard of excellence in action.

Most of the commissions that went into the questions of reforming the country's educational system have stressed the urgent need for improving the quality of education. It

is widely accepted that the function of educational research is to identify the problem that confront educational research and academic excellence of higher secondary students. It is important that in all learning situations one gains appropriate skills, abilities and competencies which determine the academic results. Today the life has become more competitive and challenging and people are more concerned with best performance. Achievement, in an educational institution, may be taken to mean any desirable learning that is observed in the student. Since the word desirable implies a value judgment, it is obvious that a particular learning may be referred to as achievement or otherwise depending on whether it is considered desirable or not. Hence we assume that, any behaviour that is learned may come within the scope of achievement.

Attitude has three important elements. They are a belief or opinion about an idea, feelings about that idea and a tendency to act towards that idea in certain ways. These attitudes come from the culture in which an individual grows, the people who raised the individual and those with whom the individual is associated with, for example the peers. All these shape an individual's attitude.

The efforts of an individual to adapt thy self to the environment and to overcome frustration in achieving

the gratification of his needs, may be called the learning process. Interest in learning is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. The process of learning has two primary elements, one the needs of the individual and two, the circumstances that influence those needs. A child should have a good attitude and interest in learning; the relationship between the teacher and student should be congenial. Students should know how to adjust with their classmates. The teachers should have unbiased opinion about the students. He should also clear his doubts in the classroom and mingle with his classmates and the teachers, which will lead to better educational learning.

Study implies investigation for the mastery of facts, ideas or procedures, yet unknown or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovery of new relationships, or similar purposeful activity can be considered to be significant to perform better. There are numerous reasons related to the performance of students to study. Study can be interpreted as a planned programme of subject matter mastery. It is generally believed that achievement of students is influenced by number of factors like attitude, interest, learning and socio economic status, etc,

Therefore, it is visualized that for drawing the best of creative talent and intellectual potentialities of students in the high school level and as well as in domestic life, there is a need to recognize such psycho-social problems and study them in depth. In today's changed scenario of education whoever is seeking promising solutions and to perform better a worthy attention, dignity and cooperation are needed and these will help them to maintain a healthy mind in a healthy body.

OBJECTIVES OF THE STUDY

1. To find out the level of Achievement in science of High school students studying in the High Schools situated in the **Shervarayan Hills**.
2. To find out whether there is any significant difference in Achievement in science of high school students with respect to the following sub samples: Gender (Male / Female), Locality of students (Rural / Urban) and Type of family.

HYPOTHESES OF THE STUDY

1. The level of Achievement in science of the high school students in **Shervarayan Hills** is high.

2. There is no significant difference in Achievement in science of high school students with respect to the following sub samples: Gender (Male / Female), Locality of students (Rural / Urban) and Type of family.

METHODOLOGY

In order to realize the above said objectives "Normative Survey" method was adopted. The normative Survey method study describes and interprets what exists at present. These are concerned with the existing conditions correlations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 535 students in Shervarayan Hills were selected by using Random Sampling Technique. For Achievement in science the marks scored by the high school students are collected from the school records. The statistical techniques such as mean, standard deviation and 't' test have been used for the analysis of the data.

RESULT

Table 1
Mean and Standard Deviation of Achievement in Science Variable Scores of the Total Sample

| Variable | N | Means | SDs |
|------------------------|-----|-------|-------|
| Achievement in science | 535 | 71.80 | 15.80 |

The mean value of the Achievement in Science score of the total sample is found to be 71.80 and the standard deviation of the same is 15.80. This

shown that the high school students are having high level of achievement in science.

Table 2

Comparison of Achievement in Science between high school students with regard to Gender, Locality and Type of family

| Categories | N | M | SD | CR | Remarks |
|--------------------------------------|-----|-------|-------|-------|---------|
| Male students | 230 | 73.92 | 9.77 | 2.938 | S |
| Female students | 305 | 70.20 | 18.99 | | |
| Rural high school students | 358 | 70.33 | 17.08 | 3.437 | S |
| Urban high school students | 177 | 74.78 | 12.36 | | |
| Students belonging to Nuclear Family | 172 | 71.44 | 8.94 | 0.450 | NS |
| Students belonging to Joint Family | 363 | 71.97 | 18.18 | | |

It is seen from above table that there is no significant difference between the means of Achievement in science scores of Male and Female students (CR = 2.938 significant at .01 level), Rural and Urban high school students (CR = 3.437 significant at .01 level). Therefore in respect of the above two pairs of sub samples the null hypotheses concerned were rejected as their CRs were significant at .01 level.

It is also seen from above table that there is significant difference between the means of the Achievement in science scores of Nuclear Family and Joint Family students (CR = 0.450 not

significant at 0.05 level). Therefore in respect of the above pair of sub-sample the null hypothesis concerned was accepted as the CR was not significant at .05 level.

In our Tamil culture basically by nature, girls are hesitating to interact with public when compared to Boys. Moreover in Urban area the students have experienced more modern culture. They have more exposure in the modern culture and have more opportunity to work with multicultural society. The above said reasons may influence the high level of achievement in science among Male and Urban high school students.

CONCLUSION

The study aimed to know the high school students achievement in science in relation to demographic variables. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out

on 535 samples selected randomly. The relevant data was collected from the school record. After collecting the data they were analyzed using statistical tools such as t-test. The result concluded that the high school students have high level achievement in science.

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A STUDY TO ENHANCE THE SPEAKING SKILLS TO THE FIRST GENERATION LEARNERS THROUGH USING GROUP DISCUSSION AND ROLE PLAY METHODS

2

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INTRODUCTION

The paper focuses on speaking skills for First Generation Learners in tertiary level students. For them, to enhance their speaking skills through two methods of teaching, the first one is Group Discussion and another one is Role Play. Here, I mention the term first generation learners which means, the students come from various families with low income or middle class family without going higher education level. From those families one who goes to the higher education he or she called as a first generation learner. Those students after their higher secondary, they enter into the College while they faces many problems among that the first problem is English Language in a form of communication problems. Few students are very strong in writing skills in English but very poor in

speaking in English. Some students are very good in reading English but very poor in speaking in English. The article deals about how those learners to overcome these problems through the uses of Group Discussion and Role Play methods. The study follows the qualitative techniques and observation techniques for analysis the data.

IMPORTANCE OF SPEAKING IN ENGLISH

Speaking in English confidently is now-a-days a one of the basic need. It is no more an issue of status however; it is of supreme necessity for a good quality job and to flourish in one's career. Lots of accomplishments in life are a really dependent upon the way you conduct yourself with the global customers and delegates, particularly in the International Schools, Colleges,

Universities and Companies. Even in the management jobs the high profile people also require a fluency in English. The importance of English in the world is business purpose and surviving in this modern world. English is now a global language that belongs to all those who speak it and internet process of learning.

Students Profile

The researcher studies the classes in Government Hostel for Men in Coimbatore at Perur. The overall strength in the Hostel is 160 among them the study selects 27 students. Those students are first generation learners. The study identified the problems in their basic skills; the following problems are encountered by the students.

- Listening skills : Distraction and lack of comprehension.
- Speaking skills : Errors in Grammar, Very poor in target language learning environment, lack of Vocabulary, Shyness and mother tongue is more influence than the target language.
- Reading skills : Lengthy Words, Vocabulary, Pronunciation, Hesitation and Stress.
- Writing skills : Spellings, Errors in Grammar and Very poor in Hand Writing.

The researcher next moves to find their family background. The study found maximum 98% of students are first generation learners. Overall selection population in the study is 27 students. The learners' belongs to B.A., B.Sc., B.Com., and Diploma students. Their parents studied only the primary level education. The students are coming from rural area. The learners had completed their Higher Secondary

in Tamil medium instructions. All students have been chosen their UG program in English medium.

The aim of the present study is to investigate to enhance speaking skills to the First Generation Learners. Group Discussion and Role Play methods help to the students, to overcome their problems in speaking skills. Speaking skills has been under taken for the study because the mastery of the speaking

skills is crucial for the Under Graduate students. The study focuses on the hostel students because the students come from various regions for the sake of studying. The following problems are encountered by the students in English language speaking.

The Learners Faces the Problems in Speaking English

- Medium of instruction
- Fear
- Hesitate
- Lack of practice
- Condemn by others (Co-mate)
- Lack of leaning in schooling days
- Grammar
- Lack of uses the target language
- More influenced by the mother tongue.

SELECTION OF THE METHODS

The Group Discussion is a methodology used by an organization to gang whether the candidate has certain personality traits or skill that it design in it members. In this methodology, the organizer gives a topic or a situation and given a few minutes to think about the same and then asked them

to discuss the topic among themselves for 5-20 minutes. According to the Brookfield “Group Discussion refers to the situation where a particular number of students (3 to 12) meet face to face and through free and oral interactions, originate, share and discuss ideas to arrive at a decision or solution to a problem.”

The Role Play is an acting or performance of a particular role, either consciously (as a techniques in psychotherapy) or unconscious, in accordance with the perceived expectations of society as regards a person’s behavior in a particular context. In the view of Jack Marline “Role defined as the person whom an actor represents in the film or play, while role playing is a method of acting out particular way of behaving or pretending to be other people who deal with new situations.” Role play is a highly flexible learning activity which has a wide scope for variation and imagination which creates to learning interest. To the introverted learners, Role Play helps to providing good platform to the learners.

Method uses to Improve the Speaking Skills through Group Discussion

The study uses Group Discussion Method to enhance the speaking skills to the learners. The overall strength in

the hostel is 160. Out of these, 42 (26%) students are first year students among them, 27 students are first generation learners. The groups are divided into three in a 9x3 pattern. The study gave general topics to them. The student itself chosen this topic, the researcher gave time 10 minutes to discussion and performed on the stage. All these groups in the beginning of speech the delay very passive manner, less confident, fear, not have cooperated with them. There are the problems faced by the students in beginning stage. The students overcome their problems, they faced language very easy manner. In this study has been proved using Group Discussion improve speaking skills easy. The study had found few students have problems in speaking like, hesitation, less confident and lack of vocabulary. Later, the researcher gives some ideas and guidance to the learners. In their groups the researcher gives a name in general A, B and C.

The researcher instructed to the students given a general topics like School, Teacher, Books, with 15 minutes time to discussion. They each group has to perform the stage. Group A, B and C students are selected a topic with a lots. Every group discussed the selected topic and the students gave a wonderful

speech based on their topics. In that particular Group B students performed a skit on their topic. In this skit showed the creativity of the student's speaking skills. This is the methodology using to improving speaking skills to the selected students.

GROUP A

The group A has nine students; the researcher gave 10 minutes for discussions. The students' agreed and everyone discuss the topic. All are sincerely discussed on particular topic. The students' outcome of the response is six students speak something related to topic, the researcher witnessed improvements in their use of language. Other three students were retiring and fear.

GROUP B

The group B has nine students. The researcher gave time as 10 minutes to discussion. The students' outcome of the response is very good co-ordination. Seven students speak very well. Other two students try to speak with fear and less confidence. The students performed the skit on the related to this topic. Here the study saw creativity of the students.

GROUP C

The group C has nine students. The researcher gave 10 minutes time for

discussion. Five students performed well and convey their points in a very good manner. Other four students got

help from the group mates. This activity improved unity of the students in group discussion.

Factors Influencing Speaking Skills of First Generation Learners Through Group Discussion

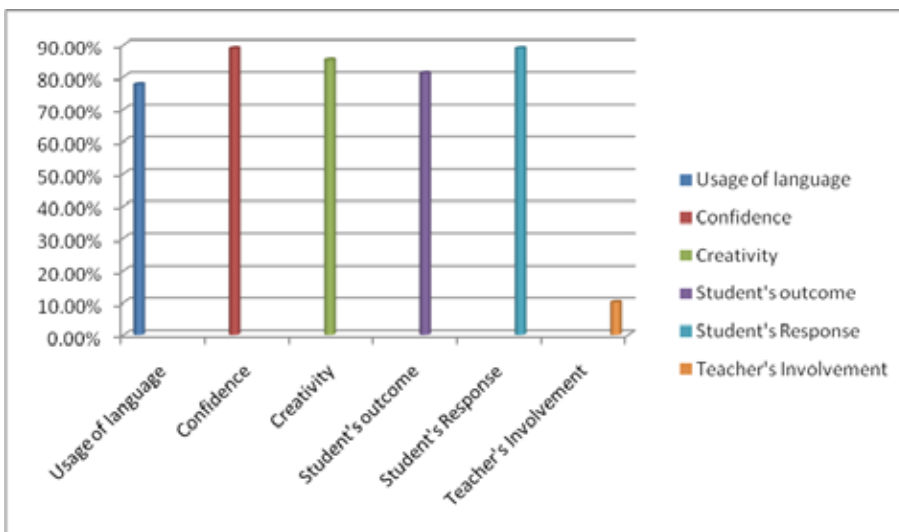


Fig. 1

Usage of language 77.77%, Confidence 88.88%, Creativity 85.19%, Student's Outcome 81.15%, Student's response 88.88%, Teacher's Involvement 10%.

The above fixed frequency diagram shows that percentage of facts the Group Discussion data in first generation learners performance. 77.77% of the students' usage of language English, because Group Discussion forced learners to use the English language. Teacher's involvement in Group discussion was only 10%, because he/she gave only clues and tips according to the topics. 88.88 % (24) students' responses

very well co-ordination among them. 81.15 % (22) of the students' outcome came good relevant. 85.19 % (22) of the student's is good in creativity. 88.88 % (24) students are confidently delivered their speech.

Method uses to Improving Speaking through Role Play Method

The study planned to give Role play method to improve the speaking

skills. In the beginning students feared to perform as an individual. The researcher motivates and guidance to them whenever they need help. Here, the researcher conducted three rounds. The first round, learners select their own topic to speak and the second round, the researcher gives the topics to the students and then the final round, the topic give them in on the spot.

The researcher gave general topics like, telephone, money, love, books, internet, media, friendship and etc.

The Role Play method helped students develop their speaking skills. In this method certain students performed well than Group Discussion. In this analysis the researcher gave one minute to spoke to the students. Few students in the beginning speaking struggled but after few seconds marginally improved. Few students stood confidently and asked for an alternative English word for Tamil words. Some students performed better than group discussion. In the uses of the Role Play, students' response is 88.95% students are performed well.

Factors Impelling Speaking Skills of First Generation Learners Through Role Play

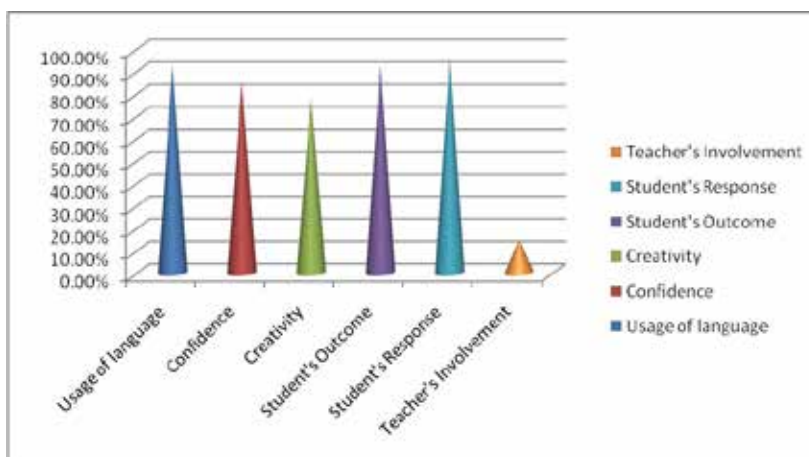


Fig. 2

Usage of language 92.59%, Confidence 85.19%, Creativity 77.77%, Student's Outcome 92.59%, Student's Response 96.62%, Teacher's Involvement 15%.

Above diagram analyses the data the speaking skills. The above fixed of using Role Play method improving frequency chart shows that percentage

of factor that first generation learners in different settings followed that, 95.29 % (26) students speak in English language. Because, the Role Play circumstance everyone must speaks in English. 85.19% (23) students are confidently delivered their speech. In this flat form a normal students also speak confidently. 77.77% (21) students' outcome is very well. This study shows the students thinking they have delivered their speech very amazing. 96.62% (26) researcher finds students' response, they takes time and deliver an ideal talk on a given topics. Merely 15% teacher's

involvement in the Role Play method is to motivate the students and gives clues to deliver their speech.

CONCLUSION

Both analyses the Group Discussion and Role Play method speaking skills is developed 90% through the usage of Group Discussion method and 95% through the usage of Role Play method. Both together analysis the Group Discussion and Role Play methods developed 70.82% through the usage of Group Discussion method and 88.95% through the usage of Role Play method.

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STRESS COPING STRATEGIES OF HIGH SCHOOL TEACHERS IN RELATION TO FUNCTIONING OF MANAGEMENT

3

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INTRODUCTION

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of improving everyday functioning. In this context, the term 'stress' refers only to a stress with significant negative consequences, or distress in the terminology advocated by Hans Selye, rather than what he calls eustress, a stress whose consequences are helpful or otherwise.

Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a

number of ways to manage anxiety and maintain overall well-being.

Despite stress often being thought of as a subjective experience, levels of stress are readily measurable, using various physiological tests, similar to those used in polygraphs. Many practical stress management techniques are available, some for use by health professionals and others, for self-help, which may help an individual reduce their levels of stress, provide positive feelings of control over one's life and promote general well-being.

Stress coping strategies

Ms. Rashmi Ram Hunnur *et al* (2013) "A Study on Job Stress for School Teachers" stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning". Teacher stress on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as

anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers. Teachers nowadays have to deal with so many different demands and pressures, emotional, physical, and administrative and management duties but also to some inconsiderate parents' demands and wants. Besides that, the large number of students in a classroom, packed timetable, uneven duties, uncomfortable working conditions, co-curriculum activities, meetings, in-house trainings, courses to attend extra classes and the unnecessary amount of paperwork are some of the main contributions to the increased causes of stress among teachers

Raed Zedan and Jarmas Bitar (2013) "Stress and coping strategies among science elementary school teachers in Israel", this research study examines the phenomenon of stress and strategies used by Israeli teachers or by the authorities to cope with it. There were 425 teacher participants in the research, and a structured questionnaire was used to examine the level of stress, stressors and coping strategies in the teaching work. It was found that 36.2% of the Israeli teachers reported a high to very high level of stress due mainly to the stress of overloaded classes, pupil behavioral problems, lack of educational resources, and poor working conditions. The most effective strategies of coping with stress was through conducting a healthy

family life, understanding and control in teaching, personal acquaintance with the pupils and devoting time to self-leisure activities.

FUNCTIONS OF MANAGEMENT

Management has been described as a social process involving responsibility for economical and effective planning & regulation of operation of an enterprise in the fulfillment of given purposes. It is a dynamic process consisting of various elements and activities. These activities are different from operative functions like marketing, finance, purchase etc. Rather these activities are common to each and every manager irrespective of his level or status.

Different experts have classified functions of management. According to *George & Jerry*, "There are four fundamental functions of management i.e., planning, organizing, actuating and controlling. Koontz and O. Donnell: Planning, Organizing, Staffing, Directing and Controlling. For theoretical purposes, it may be convenient to separate the function of management but practically these functions are overlapping in nature.

Planning

"Planning is deciding in advance - what to do, when to do & how to do. It bridges the gap from where we are & where we want to be".

Organizing

“To organize a business is to provide it with everything useful or its functioning.

Staffing

“Managerial function of staffing involves manning the organization structure through proper and effective selection; appraisal & development of personnel to fill the roles designed on the structure”.

Directing

Direction is that inert-personnel aspect of management which deals directly with influencing, guiding, supervising and motivating subordinate for the achievement of organizational goals.

Controlling

“Controlling is the process of checking whether or not proper progress is being made towards the objectives and goals and acting if necessary, to correct any deviation”.

NEED AND SIGNIFICANCE OF THE STUDY

The high school teachers play an important role in the students learning process. The teachers are the role model of the students. The Functioning of management gives freedom to the teachers to exhibit their talents and teaching to the students without any Stress. The management also gives the stress less work to the teachers by getting the high school teachers decision

related to the works. So they can work and teach indecently and happily. The attitude of the management can get the opinion from all the teachers.

The study is meant for stress coping strategies of high school teachers in relation to functioning of management. So, the management can give the stress less work to the teachers by getting their suggestion related to their work and understand their family situation. It gives the stress less work to the teachers they can teach it freely without any problem and hesitation is their teaching. So the student of high school can get more works in their board exam.

All these are in the hands of teachers the management has the good relationship to the teachers it results in the students results. Teachers are the back bone of the school. So the management should give good working structure to them.

SCOPE OF THE STUDY

This study has been designed as the Stress Coping Strategies and Functioning of Management with a confined to high school teachers in Dindigul district. There are 12 high schools has selected. Limited sample size of 210 respondents was chosen for the research and detailed study has been done. Moreover, only selected Stress Coping Strategies and Functioning of Management has been considered for the study. Thus, the scope of the study is

limited to sample size selected, the Stress Coping Strategies and Functioning of Management selected and only the high school teachers in Dindigul district.

OBJECTIVES OF THE STUDY

1. To find out the level of Functioning of Management of High School Teachers in Dindigul district.
2. To find out the level of Functioning of Management of High School Teachers in terms of gender.
3. To find out the significant difference among Stress Coping Strategies of high school teachers in terms of Type of school.
4. To find out the significant difference among Functioning of Management of high school teachers in terms of Type of school.

HYPOTHESES OF THE STUDY

1. The level of Functioning of Management of High School Teachers in Dindigul district is Average
2. The level of Functioning of Management of High School Teachers in terms of gender is Average.
3. There is no significant difference among Stress Coping Strategies of high school teachers in terms of Type of school.
4. There is no significant difference among Functioning of Management

of high school teachers in terms of Type of school.

STATEMENT OF THE PROBLEM

The investigator proposes to find out the relationship between stress coping strategies of high school teachers in relation to functioning of management; hence it is stated as, “Stress Coping Strategies of high school teachers in relation to Functioning of Management”

METHODOLOGY

The investigators engaged the survey method for the investigation in which the administered to find out the Stress Coping Strategies of high school teachers in relation to Functioning of Management.

Sample

The sample for the study founds 210 teachers from different high schools in Dindigul district. The sample was selected through the simple random sampling technique.

Tools used

The following tools have been used in this study.

1. Stress coping strategies tool standardized by R.Portia (2011)
2. Functioning of management Questionnaire to be developed and validated by the investigator.

Statistical techniques

Statistical techniques such as mean, standard deviation and F test were used for arriving empirical findings.

ANALYSIS AND DISCUSSION

Hypothesis-1

The level of Functioning of Management of High School Teachers in Dindigul district is average.

| Variable | Low | | Moderate | | High | |
|---------------------------|-----|-------|----------|--------|------|-------|
| | N | % | N | % | N | % |
| Functioning of Management | 33 | 15.71 | 141 | 67.14* | 36 | 17.14 |

*Indicates the level of functioning of management of teachers.

In regard to the high school teachers 15.71% have low level, 67.14% of them have moderate and 17.14% of them have high level of functioning of management.

Hypothesis-2

The level of Functioning of Management of High School Teachers in terms of gender is average.

| Variable | Gender | Low | | Moderate | | High | |
|---------------------------|--------|-----|-------|----------|--------|------|-------|
| | | N | % | N | % | N | % |
| Functioning of Management | Male | 15 | 14.28 | 73 | 69.52* | 17 | 16.19 |
| | Female | 15 | 14.28 | 72 | 68.57* | 18 | 17.14 |

*Indicates the level of functioning of management of gender teachers.

In regard to the male high school teachers 14.28% have low level, 69.52% of them have moderate and 16.19% of them have high level of functioning of management.

them have high level of functioning of management.

Hypothesis-3

There is no significant difference among Stress Coping Strategies of high school teachers in terms of type of school.

In regard to the female high school teachers 14.28% have low level, 68.57% of them have moderate and 17.14% of

| Strategies | Source of variation | Sum of squares | Df | Mean square | Calculated F Value | Table F value | Remarks at 5% level |
|------------|---------------------|----------------|-----|-------------|--------------------|---------------|---------------------|
| AVOID | Between | 404.943 | 2 | 202.471 | 7.540 | 3.03 | S |
| | Within | 5558.871 | 207 | 26.854 | | | |
| ALTER | Between | 124.752 | 2 | 62.376 | 2.542 | 3.03 | NS |
| | Within | 5080.029 | 207 | 24.541 | | | |
| ADAPT | Between | 90.324 | 2 | 45.162 | 2.069 | 3.03 | NS |
| | Within | 4519.243 | 207 | 21.832 | | | |
| ACCEPT | Between | 6.010 | 2 | 3.005 | 0.112 | 3.03 | NS |
| | Within | 5553.557 | 207 | 26.829 | | | |
| TOTAL | Between | 1687.552 | 2 | 843.776 | 3.327 | 3.03 | S |
| | Within | 52504.471 | 207 | 253.645 | | | |

(Table value = 3.03 for df (2,207) at 5% level of significance)

From the above table it is known that the calculated 'F' values (7.540, 2.542, 2.069, 0.112, and 3.327) are lesser than the table value (3.03) for df (2,207) at 5% level of significance. Hence the null hypothesis, there is no significant difference among Stress Coping

Strategies and its factors like Alter, Adapt and Accept of high school teachers in terms of type of school is accepted but there is significant difference among Stress Coping Strategies is like Avoid and total of high school teachers in terms of type of school is rejected.

Hypothesis-4

There is no significant difference

among functioning of management of high school teachers in terms of type of school.

| Variable | Source of variation | Sum of squares | Df | Mean square | Calculated F Value | Table F value | Remarks at 5% level |
|---------------------------|---------------------|----------------|-----|-------------|--------------------|---------------|---------------------|
| Functioning of Management | Between | 8032.371 | 2 | 4016.186 | 16.521 | 3.03 | S |
| | Within | 50322.029 | 207 | 243.102 | | | |

(Table value-3.03 for df (2,207) at 5% level of significance)

It is inferred from the above table value that the calculated 'F' value (16.521) is large than the table value (3.03) for df (2,207) at 5% level of significance. Hence the null hypothesis, "there is no significant difference among functioning of management of high school teachers in terms of type of school" is rejected. It shows that there is significant difference in functioning of management of high school teachers in terms of type of school.

FINDINGS

- In regard to the high school teachers 15.71% have low level, 67.14% of them have moderate and 17.14% of them have high level of functioning of management.
- In regard to the male high school teachers 14.28% have low level, 69.52% of them have moderate and 16.19% of them have high level of functioning of management.

- In regard to the female high school teachers 14.28% have low level, 68.57% of them have moderate and 17.14% of them have high level of functioning of management.
- There is no significant difference among Stress Coping Strategies and its factors like Alter, Adapt and Accept of high school teachers in terms of type of school but there is a significant difference among Stress Coping Strategies is like Avoid and total of high school teachers in terms of type of school.
- There is a significant difference in of functioning of management of high school teachers in terms of type of school.

CONCLUSION

In the present examination titled, "Stress Coping Strategies of high school teachers in relation to Functioning of Management" the scientist has

made an endeavor to research the anxiety adapting methodologies of secondary teachers. The examination has uncovered the anxiety adapting methodologies of high school a teacher in connection to working of management is Average which can be made strides. There are huge contrasts between the anxiety adapting systems

which must be overcome through appropriate arranging and shared comprehension. There is also significant association and relationship between the Stress coping strategies and functioning of management which are positive signs and of their understanding and teacher's involvement in their stress coping strategies.

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SOCIAL INTELLIGENCE AND SELF-ESTEEM AMONG HIGHER SECONDARY STUDENTS

4

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INTRODUCTION

Excellence in education in every country aims at developing a learning society and creates its own system of education. The traditional rural society is moving towards modernization and globalization. Telecommunication links have speeded up the business activities. The political and news services with the country and with the rest of the world. Transport from place has become more rapid and frequent people are not only better informed but more mobile. This newly emerging society has to evolve a new educational system to meet the future challenges.

A study by Eleni Andreou (2006) found out Relational aggression was positively associated with perceived popularity for both boys and girls and social information processing only for girls. In addition, as was hypothesized, relational aggression was predicted by cognitive aspects of social intelligence

whereas overt aggression by lack of social skills.

Peggy Dalgas (2006) revealed the development of a strong sense of self-esteem during childhood is important if children are to withstand the family stresses, social pressures and temptations of deviance encountered at earlier stages of life. Such evidence suggests that higher levels of self-esteem may lead to more success in life and greater motivation for health maintenance behaviors. The investigator has stated the problem: Social Intelligence And Self-Esteem Among Higher Secondary Students.

OPERATIONAL DEFINITION

Social Intelligence

Socialization involves the complementary process of individualization and along with social development the child also develops "Social Intelligence". A positive or

favorable self-esteem towards one's life, help in developing Social Intelligence by Dr .N.K. Chanda (1990).

Self-Esteem

Self-Esteem is the individual's way of looking at one's abilities and personality it also signifies his way of thinking, feeling and behaving. Self-Esteem is one of the aspects of personality pattern and it governs the individual's characteristic reaction to people and situations by M.S.Prasad and G.P.Thakar (1989).

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between mean scores of Social Intelligence of higher secondary students based on Gender and Type of Family.
2. To find out whether there is any significant difference between the mean scores of Self-Esteem among higher secondary students Based on Gender and Type of Family.
3. To find out whether there is any significant correlation among the variables of Social Intelligence and Self-Esteem among higher secondary students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the mean scores of Social Intelligence among higher

secondary students based on Gender and Type of Family.

2. There is no significant difference between the mean scores of Self-Esteem among higher secondary students based on Gender and Type of Family.
3. There is no significant correlation between the Social Intelligence and Self-Esteem among higher secondary students.

Sample

In this study the investigator selected 300 higher secondary students from Chennai districts as the sample.

Research Tool

1. The Social Intelligence Scale developed and standardized by Dr. N. K. Chandha (1990).
2. The Self-Esteem Scale developed and standardized by M. S. Prasad and G.P.Thakar (1989).

ANALYSIS AND INTERPRETATION OF DATA

The data collected from the survey was analysed using necessary statistical tools and the results are listed below.

Hypothesis-1

There is no significant difference among Gender of higher secondary students in their Social Intelligence.

Table 1

Difference between Male and Female students with respect to Social Intelligence among higher secondary students.

| Variable | Gender | Number of cases | Mean | S D | CR Value | L.S |
|---------------------|--------|-----------------|-------|-------|----------|-----|
| Social Intelligence | Boys | 150 | 97.88 | 10.81 | 0.230 | N.S |
| | Girls | 150 | 98.17 | 10.80 | | |

From the above table, it is observed that the calculated critical ratio 0.230 is lesser than the table value of 1.96 at 0.05 level. It is statistically proved that male students have significant Social

Intelligence than female students. Hence Hypothesis-1 is accepted.

Hypothesis-2

There is no significant difference among types of management of higher secondary students in their Social Intelligence.

Table 2

Difference between types of management with respect to Social Intelligence among higher secondary students.

| Variable | | Sum of Squares | df | Mean Squares | 'F' Value | L.S |
|---------------------|----------------|----------------|-----|--------------|-----------|-----|
| Social Intelligence | Between Groups | 3.387 | 2 | 1.69 | 0.014 | N.S |
| | Within Groups | 34781.450 | 297 | 117.109 | | |
| | Total | 34781.450 | 299 | | | |

From the above table, it is observed that the calculated F value 0.014 is lesser than the table value of 3.04 at 0.05 level. It is statistically proved that there is no significant difference between types of family of higher secondary students

with respect to Social Intelligence. Therefore Hypothesis-2 is accepted.

Hypothesis-3

There is no significant difference among Gender of higher secondary students in their Self-Esteem.

Table 3

Difference between Male and Female students with respect to Self-Esteem among higher secondary students

| Variable | Gender | Number of cases | Mean | S D | CR Value | L.S |
|-------------|--------|-----------------|--------|--------|----------|-----|
| Self-Esteem | Boys | 150 | 144.89 | 19.086 | 0.128 | N.S |
| | Girls | 150 | 145.18 | 20.476 | | |

From the above table, it is observed that the calculated critical ratio 0.128 is lesser than the table value of 1.96 at 0.05 level. It is statistically proved that girls have significant Self-Esteem

while compared to the boys. Therefore Hypothesis-3 is accepted.

Hypothesis-4

There is no significant difference among types of management of higher secondary students in their Self-Esteem.

Table 4

Difference between types of management students with respect to Self-Esteem among higher secondary students

| Variable | | Sum of Squares | df | Mean Squares | 'F' Value | L.S |
|-------------|----------------|----------------|-----|--------------|-----------|-----|
| Self-Esteem | Between Groups | 56.207 | 2 | 28.103 | 0.072 | N.S |
| | Within Groups | 116697.460 | 297 | 392.921 | | |
| | Total | 34781.450 | 299 | | | |

From the above table, it is observed that the calculated F value 0.072 is lesser than the table value of 3.04 at 0.05 level. It is statistically proved that there is no significant difference between types of family students with respect to self-

esteem. Therefore Hypothesis-4 is accepted.

Hypothesis-5:

There is no significant correlation between the Social Intelligence and Self-Esteem among higher secondary students.

Table 5
Showing Correlation between Social Intelligence and Self-Esteem among higher secondary students

| Variable | N | Correlation | L.S |
|--|-----|-------------|------|
| Social Intelligence Vs Self esteem | 300 | 0.388 | 0.01 |

From the above table, it is cleared that there is significant correlation between Social Intelligence and self esteem among higher secondary student's relationship. Therefore Hypothesis-5 is rejected.

FINDINGS OF THE STUDY

1. Male students have significant Social Intelligence than female students.
2. There is no significant difference between higher secondary students in their Social Intelligence with respect to type of management.
3. Girls have significant Self-Esteem while compared to the boys.
4. There is no significant difference between higher secondary students in their Self-Esteem with respect to type of management.
5. There is significant relationship between Social Intelligence and

Self-Esteem among higher secondary students.

DISCUSSIONS AND CONCLUSIONS

Development of Social Intelligence among school students is a different complex task. In school there should be lot of scope for participation in different programme, curricular and co-curricular activities. Children should be encouraged to participate in all programmes, since they offer scope for developing flexible manner, tolerance and self-evaluation ability among the individuals.

The findings of this investigation are important for the improvement in the quality of education. Self-esteem is also quality which play major role in their life. Co-curricular activities should also be used for developing social intelligence and self-esteem. If the self-esteem whereas in this study it is revealed that the students have moderate level of self-esteem.

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INFORMATION PROCESSING SKILLS AND GENERAL MATHEMATICAL APTITUDE OF HIGHER SECONDARY STUDENTS

5

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INTRODUCTION

In contemporary education, the place of mathematics needs to be determined by an investigation of the modern society. Where, information technology determines the place of mathematics in the field of communication and technology. The Kothari Commission Report (1964-66) correctly highlighted that study of mathematics plays a high-flying role in modern education. In order to meet the requirements of the society, the teaching methods are given more attention by various factors so as to fulfill the requirements of the society, the position of mathematics concepts and above all the progress of students who learn mathematics.

The important task of education in this twenty-first century is to practice students to get into the effect of the users of information in the school, in their jobs, in their individual lives and as responsible persons (Akinsola and Tella, 2007). Students at present are expected

to restructure their learning process more actively. "Such a restructuring of the learning process will not only enhance the critical thinking skills of students, but will also empower them for lifelong learning and the effective performance of professional and civic responsibilities". Education is shifting its methods of teaching from textbook teaching to rich resource-based learning based on the data-rich situation of the information age. Indian students seriously lag behind their peers in their mathematical aptitude and in order to lesson this achievement gap, enormous changes need take place in terms of pedagogy in classrooms nationwide.

INFORMATION PROCESSING SKILLS

Information processing skills help people find solutions for information problems. The acquisition and competence in using these skills enables people to become independent and lifelong learners. These skills include:

- ❖ ability to access and use resources found in print and electronic format
- ❖ understanding and using effective and efficient research strategies
- ❖ defining, locating, selecting, organizing, presenting and assessing information from all sources and media.
- ❖ think critically and making decisions according to values and beliefs as well as factual evidence
- ❖ understanding and respecting values and beliefs of other cultures (NSW, Department of Education and Training, 2007).

MATHEMATICAL APTITUDE

Mathematical tests are those, which test the basic math abilities of the candidates. Mathematical tests generally involve several types of mathematical problems including algebra, geometry, statistics as well as accounting. Word problems and graphical representation problems are also common in these tests.

NEED AND SIGNIFICANCE OF THE STUDY

Information processing skills equips learners to identify the required information and they are filled with full confidence to define, locate, select, organize, present, assess and apply the information effectively in relation to his study. For a student to be successful,

Information processing skills seems to be important relating to the needed information which is present in the present modern society. Information processing skills prepares an individual to deal effectively with the data smog, thereby incorporating an individual with necessary and sufficient skills to recognize information when we need for it, where to find the information and how to apply in a effective manner. Mathematical aptitude on the other hand is the capacity to use or manipulate numbers effectively in clerical administrative, scientific and other areas of application of numbers. It is the ability to understand and work with numbers with ideas related to numbers. This role of mathematics and aptitude when further incorporated with information processing skills which in turn forms a link between student's mathematical ability and achievement.

OPERATIONAL DEFINITIONS

Information Processing Skills
 - The ability to recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess information for quality, authority, accuracy and authenticity includes the abilities to use the practical and conceptual tools of information

technology to understand form, format, location and access methods, how information is situated and produced, research processes and to format and publish in textual and multimedia formats and to adapt to emerging technologies.

GENERAL MATHEMATICAL APTITUDE

Aptitude is a person's ability acquired or innate, to learn or develop knowledge or a skill in some specific area (Singh, 1987).

OBJECTIVES OF THE STUDY

1. To study the Information processing skills and General Mathematical Aptitude of Higher Secondary students.
2. To find out the relationship between Information processing skills and General Mathematical Aptitude of Higher Secondary students.
3. To study the difference in Information processing skills and General Mathematical Aptitude with respect to
 - a) Gender
 - b) Locality
 - c) Type of management

HYPOTHESES OF THE STUDY

1. There exists significant relationship between Information processing skills and General Mathematical

Aptitude of Higher Secondary students.

2. There exists significant difference in Information processing skills and General Mathematical Aptitude with respect to
 - a) Gender
 - b) Locality
 - c) Type of management

METHOD OF STUDY

The investigator has used Normative survey method in the study.

Sample

The sample consists of 927 first year higher secondary students. Since the population does not form a homogeneous mixture, stratified random sampling technique was used to find the representative sample for the study. Due weightage was given to various sub-samples.

Tools Used

- (i) Information Processing Skills scale was developed by the investigator based on the theoretical concept - Information skills in the school engaging learners in constructing knowledge by State of New South Wales, Department of Education and Training (2007). There are 47 statements, the tool consists of

six dimensions, such as defining, locating, selecting, organizing, presenting and assessing. Personal data sheet prepared by the investigator. A pilot study was conducted with a random sample of 100 B.Ed. teacher trainees in order to establish the reliability and validity of the tool.

Reliability and validity of the tool

Reliability of Information Processing Skills was established by test-retest method and it was found to be 0.78. The validity of the tool was 0.77.

- (ii) The aptitude scale developed by George K. Bennett, Harold

G. Seashore and Alexander G. Weisman (1993) was first published in 1947 and has gone a number of revisions. The fifth revision came in 1993. The investigator limited to only two dimensions namely - numerical ability and abstract reasoning.

STATISTICAL TECHNIQUES USED

Descriptive Statistics

- Measures of central tendency (Mean)
- Measures of variability (Standard deviation)

Differential Analysis

Independent sample 't' test.

DATA ANALYSIS

Table 1

Relationship between Information Processing Skills and General Mathematical Aptitude of first year higher secondary students

| Variable | Number | df | Coefficient of Correlation | Significance |
|-------------------------------|--------|-----|----------------------------|--------------|
| Information Processing Skills | 927 | 925 | 0.158* | S |

* significant at 0.05 level

Table 1 reveals that Coefficient of Correlation exists between Information Processing Skills and General Mathematical Aptitude of first year

higher secondary students is 0.158 which is positive and significant at 0.05 level.

Table 2***Mean difference in Information Processing Skills (IPS) and its Dimensions with respect to Gender, Locality and Type of Management***

| Variables | Sample | N | Mean | SD | t value | P |
|--------------------|---------|-----|--------|--------|---------|---------------|
| Gender | Male | 508 | 172.54 | 21.414 | 1.496 | 0.135 (NS) |
| | Female | 419 | 174.61 | 20.495 | | |
| Locality | Rural | 503 | 173.99 | 20.562 | 0.820 | 0.413 (NS) |
| | Urban | 424 | 172.86 | 21.553 | | |
| Type of Management | Private | 498 | 176.78 | 20.453 | 5.234 | 0.00** |
| | Govt. | 429 | 169.63 | 21.034 | | |

The calculated 't' value is found to be 1.496 in the case of gender which is not significantly at 0.05 level, the calculated 't' value is found to be 0.820 in the case of locality which is not significantly at

0.05 level and the calculated 't' value is found to be 5.234 in the case of type of management which is found to be significant at 0.05 level.

Table 3***Mean difference in General Mathematical Aptitude (GMA) with respect to Gender, Locality and Type of Management***

| Variables | Sample | N | Mean | SD | t value | P |
|--------------------|---------|-----|-------|--------|---------|--------|
| Gender | Male | 508 | 63.11 | 12.706 | 1.118 | 0.26 |
| | Female | 419 | 62.19 | 12.155 | | |
| Locality | Rural | 503 | 63.04 | 12.403 | 0.913 | 0.36 |
| | Urban | 424 | 62.29 | 12.533 | | |
| Type of Management | Private | 498 | 61.63 | 12.952 | 2.817 | 0.00** |
| | Govt. | 429 | 63.93 | 11.761 | | |

The calculated 't' value is found to be 1.118 in the case of gender which is not significantly at 0.05 level, the calculated 't' value is found to be 0.913 in the case of locality which is not significantly at

0.05 level and the calculated 't' value is found to be 2.817 in the case of type of management which is found to be significant at 0.05 level.

DISCUSSION

Significant difference was not observed between boys and girls in the overall IPS and in the dimensions except in the case of selecting. Similarly Baro and Fyneman (2009) reported that significant difference was not observed between gender with respect to IPS. This may be due to lesser exposure of the students towards information searching. Schools need to arrange for situations in order to enrich their information search. Significant difference was not observed between rural and urban students. This may be due to the fact that the urban school students and rural school students are stable in their information processing skills. Significant difference was observed between government and private school students because of the reason they might be more intelligent, advanced, straight forward and clever. This could be because of the vast technological search engines which are available in this present modern society. Students of this present technological generation are of with great opportunities with the help of innovative method of technology teaching which is being carried out in both the government and private schools where the learning is student centered.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Technology is becoming more and more dominant in our society. Upgrades

like Information processing skills are being made and new innovations are being discovered. Technology is all around us whether we want it to be or not: it is the vehicles we drive, it can be found in our education and can even be found in the Tourism spot. Every place we look there is some type of technology. Technology have a major impact on our school systems and is still impacting it today. Information processing skills and Mathematical aptitude are the most predominant factors which really shapes one's academic achievement to a greater extent.

Too often, discussions of academic achievement in education centre on various modern approaches for teaching. However, the issue is not whether modern approaches are more efficient at accomplishing current goals, but instead how emerging recent innovations can provide an effective means of reaching essential educational objectives -driven evolution of a knowledge-based economy. Just as traditional methods has shifted dramatically because of recent innovations like multimedia, technology oriented learning, so the skills and knowledge required of educators are rapidly changing. Information processing skills and Mathematical aptitude enable all students to master more complex subjects via rich interactions with resources outside of classroom walls just as geographically distributed workers

create, share and master knowledge. and Mathematical aptitude shows the
Thus the Information processing skills greatest impact on the young mind.

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A STUDY ON JOB SATISFACTION AND DEPRESSION OF SCHOOL TEACHERS IN TRIVANDRUM

6

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INTRODUCTION

The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. Many teachers chose teaching as a profession because they valued the intrinsic rewards that they received and because they enjoyed the emotional and personal benefits of the job itself, such as personal growth and a sense of accomplishment. In fact, many teachers selected this profession because they desired helping others and were afforded the opportunity for personal development and public service. Teachers are important in their role in shaping students' intellectual, emotional and social development. Many teachers entered the field of education and the teaching profession because they had a passion for helping others and enjoyed the personal growth and sense of accomplishment (Latham, 1998).

According to Jones (2002), the number one reason for the passion that teachers shared was their ability to make positive differences in the lives of young people. In addition, the majority of professionals who taught felt that their ability to contribute to society, while helping others, made teaching a rewarding profession (Jones). Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

The extent to which employee enjoys social interactions at work and degree to which work social interactions are affirming of one's identity (acceptance, worth and status) leads to satisfaction with co-workers. For high satisfaction to occur, peer (social) feedback and acceptance is generally unconditional and positive. Job satisfaction scales vary in the extent to which they assess the affective feelings about the job or the cognitive assessment of the job. Affective job satisfaction is a subjective construct representing an emotional feeling individuals have about their

job. Hence, affective job satisfaction for individuals reflects the degree of pleasure or happiness their job in general induces.

Depression is a serious and well defined psychological problem that has distinctive symptoms and that must be taken seriously. Everyone may experience emotions such as sadness, grief and unhappiness in a period of his or her life. These emotional stages, which are generally temporary and related with the experienced situations, can be occasionally experienced at extreme levels and for a longer time although no clear reason is observed to cause it. Such types of emotions may disrupt individual's relationship with themselves and the people around them. Depression, causing a very high rate of diseases' burden, is expected to show a rising trend in the coming years (WHO). It is a significant public health problem with relatively common, high prevalence and its recurrent nature profoundly disrupts peoples' lives. Many teachers left the teaching profession because of the stress and burnout they encountered on the job. Stress and burnout were occupational hazards in which members of the helping profession were easily exposed. Teacher burnout was defined as physical, emotional and attitudinal exhaustion that began with a feeling of uneasiness and increased as the joy of teaching began to gradually decrease. Teacher

stress and burnout, as it related to job satisfaction was linked to teachers' perceptions of their career and emerged as a result of their psychological needs and personality.

STATEMENT OF THE PROBLEM

The problem of the study has been stated as a Study on Job Satisfaction and Depression of School Teachers in Trivandrum.

HYPOTHESES OF THE STUDY

1. There will not be significant difference in the variable Job Satisfaction among school teachers with regard to their gender, age, monthly income, work pressure, teaching experience, teaching subject, working environment, occupation of spouse, workload and work exhaustion
2. There will not be any significant difference between the variables Job satisfaction and Depression of school teachers.

METHODOLOGY

The sample

The sample of the study was drawn from teachers of various schools in Trivandrum district. A sample of one hundred and fifty teachers were taken with due importance to gender, teaching experience, their subject of teaching, working status of spouse, work load, work exhaustion, income, age, work pressure and working environment.

Tools Used

1. Beck's Depression Inventory (Aaron T. Beck, 1976).

The BDI-II was a 1996 revision of the BDI, developed in response to the American Psychiatric Association's publication of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, which changed many of the diagnostic criteria for Major Depressive Disorder.

2. Personal Data Sheet

It was used to collect the personal, family and occupational related details.

3. Job Satisfaction Scale (Kavitha & Sam Sananda Raj, 1998)

It includes sixteen items. Both positive and negative items were equally distributed. The split half

reliability of the job satisfaction scale using odd even method was found out to be 0.93.

Statistical Techniques

The following statistical techniques have been used for the study

1. Pearson's Correlation Co-efficient
2. t-test
3. Anova

RESULT AND DISCUSSION

(a) Gender difference in the variable Job Satisfaction among school teachers

Usually the t-test is used for comparing the mean values of the two groups. In the present investigation, the t test is used to assess whether there is significant difference in the variable Job Satisfaction with regard to sub variable gender.

Table 1

t-test comparing gender difference in the variable Job satisfaction

| Variable | Gender | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|--------|----|-------|----------------|-------|-----|----------------|
| Job satisfaction | Male | 60 | 57.08 | 6.89 | 0.084 | 148 | 0.93 |
| | Female | 90 | 56.97 | 7.91 | | | |

For the variable Job satisfaction the mean value obtained for male and female teachers are 57.08 and 56.97 and the t-test value is 0.93. This indicates

that there is no significant difference among male and female teachers on the variable Job satisfaction.

(b) Influence of Income in the variable Job Satisfaction among school teachers.

In order to find out whether there is any significant difference between

different income groups with regard to variable Job Satisfaction among school teachers t- test was used. Results are shown in table 2

Table 2

t-test comparing Income differences in the variable Job satisfaction

| Variable | Income | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|--------------|-----|-------|----------------|-------|-----|----------------|
| Job satisfaction | Below 15000 | 117 | 56.69 | 7.49 | -1.00 | 148 | 0.31 |
| | 15000 -25000 | 33 | 58.18 | 7.52 | | | |

For the variable Job satisfaction the mean value obtained for income group below 15000 and between 15000 - 25000 are 56.69 and 58.18 and the t-test value is -1.00. This indicates that there is no significant difference among income group below 15000 and between 15000 - 25000 on the variable Job satisfaction.

(c) Work Pressure in the study variable Job Satisfaction among school teachers

In order to find out whether there is any significant difference in work pressure with regard to variable Job Satisfaction among school teachers t- test was used. Results are shown in table 3

Table 3

t-test comparing Work pressure in the variable Job satisfaction

| Variable | Work Pressure | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|---------------|-----|-------|----------------|-------|-----|----------------|
| Job satisfaction | Yes | 37 | 55.91 | 7.55 | -1.02 | 148 | 0.30 |
| | No | 113 | 57.38 | 7.48 | | | |

For the variable Job satisfaction the mean value obtained for those reported having work pressure and those reported

not having work pressure are 55.91 and 57.38 and the t-test value is -1.02. This indicates that there is no significant

difference among those reported having work pressure and those reported not having work pressure on the variable Job satisfaction.

(d) Work environment in the variable Job Satisfaction among school teachers

In order to find out whether there is any significant difference in work environment with regard to variable Job Satisfaction among school teachers t- test was used. Results are shown in table 4

Table 4
t-test comparing Work environment in the variables Job satisfaction and Depression

| Variable | Work Environment | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|------------------|-----|-------|----------------|------|-----|----------------|
| Job satisfaction | Good | 140 | 57.02 | 7.44 | 0.05 | 148 | 0.95 |
| | Bad | 10 | 56.90 | 8.74 | | | |

For the variable Job satisfaction the mean value obtained for those reported having good work environment and those reported not having good work environment are 57.02 and 56.90 and the t-test value is 0.052. This indicates that there is no significant difference among those reported having good work environment and those reported not having good work environment on the variable Job satisfaction.

(e) Occupation of spouse in the variable Job Satisfaction among school teachers

In order to find out whether there is any significant difference in occupation of spouse with regard to variable Job Satisfaction among school teachers t- test was used. Results are shown in table 5

Table 5
t-test comparing occupation of spouse in the variable Job satisfaction

| Variable | Occupation of spouse | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|----------------------|-----|-------|----------------|-------|-----|----------------|
| Job satisfaction | Yes | 126 | 56.75 | 7.40 | -0.09 | 148 | 0.32 |
| | No | 24 | 58.41 | 8.03 | | | |

For the variable Job satisfaction reported having spouse employed and the mean value obtained for those those reported spouse not employed

are 56.75 and 58.41 and the t-test value is -0.99. This indicates that there is no significant difference among those reported having spouses employed and those unemployed on the variable Job satisfaction.

(f) Work load in the variables Job Satisfaction among school teachers

In order to find out whether there is any significant difference in workload with regard to variables Job Satisfaction among school teachers t- test was used. Results are shown in table 6

Table 6

t-test comparing work load in the variables Job satisfaction

| Variable | Work load | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|-----------|-----|-------|----------------|-------|-----|----------------|
| Job satisfaction | Yes | 24 | 55.62 | 7.70 | -0.99 | 148 | 0.32 |
| | No | 126 | 57.28 | 7.46 | | | |

For the variable Job satisfaction the mean value obtained for those reported having work load and those reported not having work load are 55.62 and 57.28 and the t-test value is -0.99. This indicates that there is no significant difference among those reported having work load those not having work load on variable Job satisfaction.

(g) Work exhaustion in the variables Job Satisfaction among school teachers

In order to find out whether there is any significant difference in work exhaustion with regard to variable Job Satisfaction among school teachers t- test was used. Results are shown in table 7

Table 7

t-test comparing work exhaustion in the variable Job satisfaction

| Variable | Work exhaustion | N | Mean | Std. Deviation | t | df | Sig (2-tailed) |
|------------------|-----------------|-----|-------|----------------|------|-----|----------------|
| Job satisfaction | Yes | 9 | 59.00 | 6.74 | 0.81 | 148 | 0.41 |
| | No | 141 | 56.89 | 7.55 | | | |

For the variable Job satisfaction the mean value obtained for those reported having work exhaustion those reported

not having work exhaustion are 59.00 and 56.89 and the t-test value is 0.81. This indicates that there is no significant

difference among those reported having work exhaustion and those not having work exhaustion on the variable Job satisfaction.

Anova is used to find out whether there is any significant difference in Job Satisfaction among school teachers

based on their age, experience and teaching subject.

a) In order to find out whether there is any significant difference among school teachers on Job satisfaction based on age ANOVA was done and the result is given in table 8

Table 8

ANOVA for Job satisfaction among school teachers based on Age

| Variable | Group | Sum of Squares | df | Mean Square | F | Sig |
|------------------|----------------|----------------|-----|-------------|------|------|
| Job satisfaction | Between Groups | 123.08 | 2 | 61.54 | 1.09 | 0.33 |
| | Within Groups | 8265.85 | 147 | 56.23 | | |
| | Total | 8388.94 | 149 | | | |

The results indicate that there is no significant difference among school teachers on Job satisfaction based on their age. The F-ratio obtained for Job satisfaction is 1.09. This value is not significant. This shows that age is not a factor which influence job satisfaction of school teachers.

b) In order to find out whether there is any significant difference among school teachers on Job satisfaction based on teaching experience, ANOVA was done and the result is given in table 9

Table 9

ANOVA for Job satisfaction among school teachers based on Teaching Experience

| Variable | Group | Sum of Squares | df | Mean Square | F | Sig. |
|------------------|----------------|----------------|-----|-------------|-------|-------|
| Job Satisfaction | Between Groups | 197.780 | 2 | 98.890 | 1.775 | 0.173 |
| | Within Groups | 8191.160 | 147 | 55.722 | | |
| | Total | 8388.940 | 149 | | | |

The results indicate that there is no significant difference among school teachers on Job satisfaction based on their teaching experience. The F-ratio obtained for Job satisfaction is 1.77. This value is not significant. This shows that teaching experience is not a factor

which influences job satisfaction of school teachers.

c) In order to find out whether there is any significant difference among school teachers on Job satisfaction based on teaching subject ANOVA was done and the result is given in table 10

Table 10

ANOVA for Job satisfaction among school teachers based on Teaching Subject

| Variable | Groups | Sum of Squares | df | Mean Square | F | Sig. |
|------------------|----------------|----------------|-----|-------------|-------|-------|
| Job Satisfaction | Between Groups | 185.164 | 2 | 92.582 | 1.659 | 0.194 |
| | Within Groups | 8203.776 | 147 | 55.808 | | |
| | Total | 8388.940 | 149 | | | |

The results indicate that there is no significant difference among school teachers on Job satisfaction on their teaching subject. The F-ratio obtained for Job satisfaction is 1.65. This value is not significant. This shows that teaching subject is not a factor which influence job satisfaction of school teachers.

RESULTS AND DISCUSSIONS OF CORRELATION

To find out the relationship between Job Satisfaction and Depression Pearson Product Moment correlation Coefficient analysis is used. The results obtained are presented in the table 11

Table 11

Data and Result of correlation for the variable Job Satisfaction and Depression

| Variable | | Job satisfaction | Depression |
|------------------|---------------------|------------------|------------|
| Job satisfaction | Pearson Correlation | 1 | 0.147 |
| | Sig. (2-tailed) | | 0.072 |
| | N | 150 | 150 |
| Depression | Pearson Correlation | 0.147 | 1 |
| | Sig. (2-tailed) | 0.072 | |
| | N | 150 | 150 |

The results indicate that there is no correlation among the study variables Job Satisfaction and Depression.

TENABILITY OF HYPOTHESES

- (1) The first hypothesis is that there will not be significant difference in the variable Job Satisfaction among school teachers based on their gender, age, monthly income, work pressure, their teaching experience, teaching subject, working environment, spouse's job status, workload and work exhaustion

The results indicate that there is no significant difference between school teachers on the basis of gender, age, income, work pressure, teaching experience, teaching subject, work environment, work load, work exhaustion and working of spouse with regard to variables job satisfaction. So the hypothesis is accepted

- (2) The second hypothesis is that there will not be any significant correlation between Job satisfaction and

Depression among school teachers. The results indicate that there is negative correlation between Job satisfaction and Depression. Hence hypothesis framed is accepted.

MAJOR FINDINGS

The results indicate that there is no significant difference between school teachers on the basis of gender, age, income, work pressure, teaching experience, teaching subject, work exhaustion, working spouses and work environment with regard to variable job satisfaction. Only a few studies were conducted to understand the job satisfaction level and depression level of teachers. So the findings of the study concludes that job satisfaction and depression has zero transfer with regard to teachers. Even though only a few studies were conducted in this topic many of these studies reported the same conclusions.

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STUDY HABITS AMONG THE B. ED. COLLEGE URBAN AND RURAL AREA STUDENTS – AMRAVATI DISTRICT

7

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INTRODUCTION

Good study habits include many different skills: time management, self discipline, concentration, memorization, organization and effort. Desire to succeed is important. Students must first learn these skills, practice them and develop effective study habits in order to be successful. Very often the study habits and practices developed and used in high school, but do not work for students in college. Study habit means fixed routine study habits contribution significantly in the development of knowledge and perceptual capacities. Pyari and Kalra (1990) have reviewed the literature and opined that study habits and academic achievements are highly related. Ramaswamy (1990) has confirmed the importance of proper study habits to academic achievement. Verma (1996) stressed that good study habits promote study habits academic performance of the students and high and low achievers as well as over and under achievers differently significantly with regards to quality and strength of their study habits. Jyoti (1983) opined

that study practice students in the high schools and college differ widely and it appeared that many students do not know how to study effectively and that a great amount of their time and effort is wasted through ineffectual procedures and poor study habits. Stella and Purushothaman (1993) have studies the under achievers who need extra attention with reference to the development of study habits and suggested that if suitable instrumental strategies are used to develop study habits among those specific group of under achievers, it would enable the learners to utilize their potential in full. Swain and Das (1994) found that over and under achieving the college students differ significantly from each other with regards to their study habits namely disorganized study, globetrotting negative attitude. Syllabus bound and fear of failure however both the group of students seem to be similar with regards to comprehension, learning, extrinsic motivation, improvidence and surface. Nagaraju (2004) found that students usually

do not devote sufficient time to their studies and seldom have proper study habits of student counselors. Yenagi (2009) found significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration and preparation for examination had significant correlation with academic achievement. Nonis and Hudsn (2010) also conducted a study on performance of college students-impact of study time and study habits in which they found that some study habits had a positive direct relationship on student performance but others had a negative direct relationship.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the study habits of urban and rural students of B. Ed. college.
2. There is no significant difference between the study habits of girls

of urban and rural area of B.Ed., college.

3. There is no significant difference between the study habits of boys of urban and rural area of B.Ed., college.

METHODOLOGY

The study has been conducted a comparative study habits of the B.Ed., college urban and rural area students. Study habits test developed by Passi has been used. Sample of Amravati city was selected for the study. The purposive sample comprised of 100 students of urban and rural area of B.Ed., college both boys and girls are included in sample. Survey research method has been used. The data was analyzed using Mean, S.D. and t-test

DATA ANALYSIS AND INTERPRETATION

Hypothesis – 1

There is no significant difference between the study habits of urban and rural area of B.Ed., college students.

Table 1

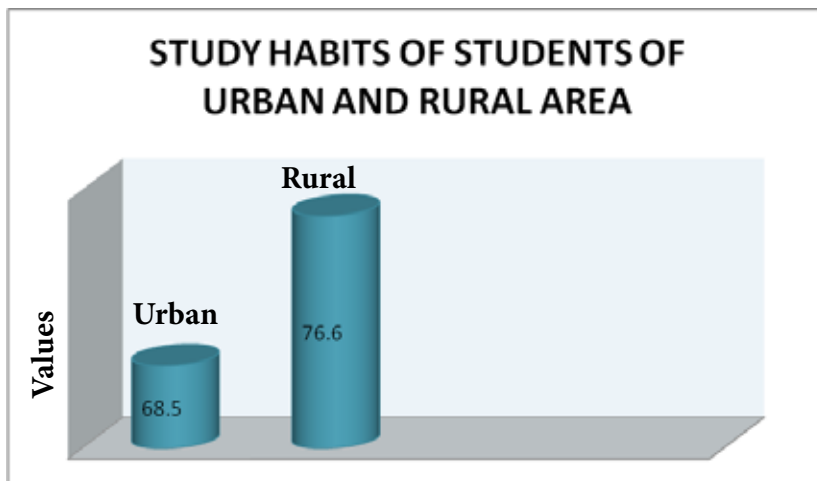
The significance to 't' value study habits of urban and rural area of B.Ed., college students

| Variables | Number of Students | Mean | Standard Deviation | 't' value | Level of significance |
|----------------------------|--------------------|------|--------------------|-----------|-----------------------|
| Urban area B.Ed., students | 50 | 68.5 | 6.7951 | 4.82 | 0.05 |
| Rural area B.Ed., students | 50 | 76.6 | 9.8062 | | 0.01 |

It is evident from the table 1 that the calculated 't' value is found to be 4.82 which is greater than table value at 0.05 and 0.01 level of significance. Hence the hypothesis is rejected. That means there is a significant difference between the study habits of urban and rural area

B.Ed., college students. It is clear that study habits of rural area students is better than the urban area students. The reason may be that urban area students are more interested in B.Ed., curriculum than the rural area B.Ed., students. It is clear from the diagram also.

Fig. 1



Hypothesis -2

There is no significant difference of urban and rural area of B.Ed., between the study habits of girls college.

Table 2

The significance to 't' value between girls of urban and rural area of B.Ed., college in respect of their study habit

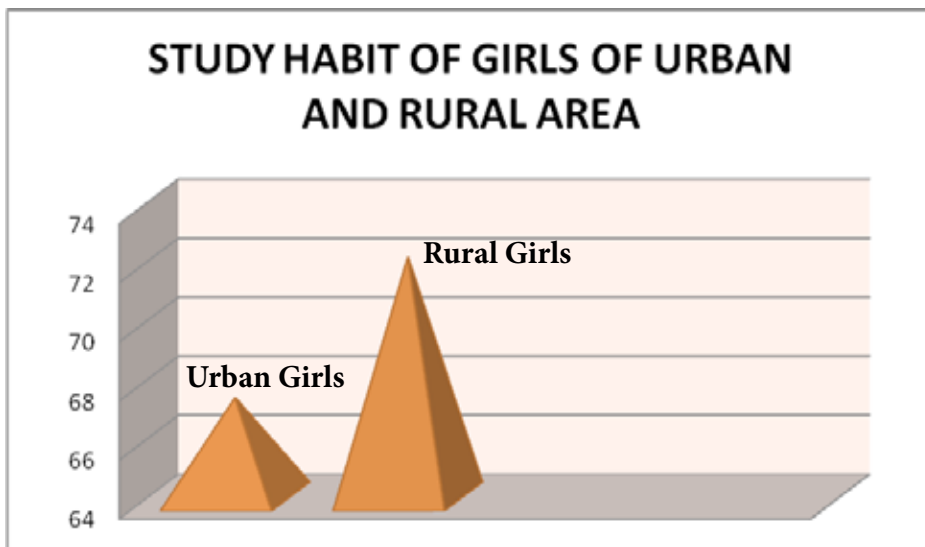
| Variables | Number of Students | Mean | Standard Deviation | 't' value | Level of significance |
|---------------------|--------------------|-------|--------------------|-----------|-----------------------|
| Girls of urban area | 25 | 67.36 | 6.0956 | 2.75 | 0.05 |
| Girls of rural area | 25 | 72.12 | 6.2404 | | 0.01 |

It is evident from the table 2 that the calculated 't' value is found to be 2.75 which is greater than table value at 0.05 and 0.01 level of significance. Hence the

hypothesis is rejected. That means there is a significant difference between the study habits of girls of urban and rural area. It is clear that study habits of rural area girls is better than the girls of urban

area. The reason may be that the rural area girls are more alert their study and conscious their future than the girls of urban area. It is clear from the diagram also.

Fig. 2



Hypothesis -3

There is no significant difference of urban and rural area of B.Ed., between the study habits of boys college .

Table 3

The significance to 't' value between boys of urban and rural area B.Ed., college in respect of their study habits

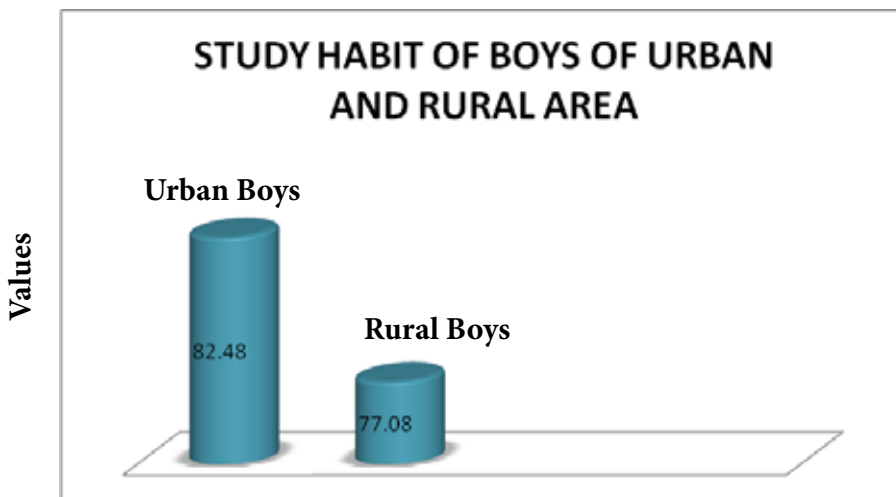
| Variables | Number of Students | Mean | Standard Deviation | 't' value | Level of significance |
|--------------------|--------------------|-------|--------------------|-----------|-----------------------|
| Boys of urban area | 25 | 82.48 | 8.5640 | 2.00 | 0.05 |
| Boys of rural area | 25 | 77.08 | 10.5353 | | 0.01 |

It is evident from the table 3 that the calculated 't' value is found to be 2.00 which is less than table value at 0.05 and 0.01 level of significance. Hence the

hypothesis is accepted. Thus, we can say that there is no significant difference between the study habits of boys of urban and rural area. The reason may be that the both type of boys of urban

and rural area are more conscious about getting more marks, they are very alert about their further. It is clear from the diagram also.

Fig. 3



CONCLUSION

1. There is a significant difference between the study habits of urban and rural area B.Ed., college students. It is clear that study habits of rural area students is better than the urban area student.
2. There is a significant difference between the study habits of girls of urban and rural area. It is clear that study habits of rural area girls is better than the girls of urban area.
3. There is no significant difference between the study habits of boys of urban and rural area. The reason may be that the both type of boys of urban and rural area are more conscious about getting more marks, they are very alert about their further.

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