

ISSN 0973-6190

JOURNAL OF
Educational
Research AND
EXTENSION

Peer Reviewed Journal with impact factor

Vol. 55 No. 2 April - June 2018

Quarterly Journal

JERE



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COLLEGE OF EDUCATION (AUTONOMOUS)
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VOL. 55 (NO. 2) APRIL - JUNE 2018

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EDUCATIONAL
RESEARCH AND
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**SRI RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (AUTONOMOUS)**

Coimbatore - 641 020

Published by :
Sri Ramakrishna Mission Vidyalaya
College of Education (Autonomous), Coimbatore - 641 020
Phone No.: 0422 - 2692441 Fax: 0422 - 2694572
e-mail: srkvcoejere@gmail.com

Printed at :
Ramakrishna Mission Vidyalaya Printing Press

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CONSTRUCTION AND STANDARDIZATION OF EMPLOYABILITY SKILLS INVENTORY

1

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INTRODUCTION

The very purpose of this study is to construct and validate a research instrument for measuring the employability skills of the professional college students. For this, simple random sampling technique was used to select the sample. The inventory having 73 items intended for the pilot study was administered to a sample of 100 students studying Medicine, Engineering, Law, Agriculture and Teacher Education courses. After the pilot study, item analysis was done to standardize the research instrument. Finally, 40 items were selected for the final study.

EMPLOYABILITY

Etymologically the term 'employability' can be broken as 'employ + ability'. Literally, it refers to the ability to be employed. Employability is a difficult concept to define succinctly and comprehensively.

Hillage and Pollard (1998) viewed employability is about having the capacity to gain initial employment, maintain employment and obtain new employment. Employability is a multi-dimensional concept and has been studied from societal, organisational and individual perspectives, all of focus on different groups to identify potential employability aspects (Mc Quaid & Lindsay, 2005). From an organisational perspective the notion of employability includes various forms of general and specific competence (van der Heijde & van der Heijden, 2006). From an individual perspective, employability refers to an individual's assets in the form of competence and qualifications as well as how this competence is marketed and implemented (Hillage & Pollard, 1998). Employability is not just about students making deposits in a bank of skills (Morely, 2001). Knight (2001) and Yorke (2001) viewed the concept of employability to be

a “synergic combination of general qualities, skills of various kinds and subject understanding”.

EMPLOYABILITY SKILLS

The Liberalised, Privatised and the Globalised World requires a more skilled workforce to fulfil the requirements of any organisation. There is gap between graduate attributes not only their employment readiness but also their employability skills. Employability skills can be defined as the transferral skills needed by an individual to make them employable. The UK Commission on Employment and Skills (UKCES, 2009), defined employability skills as “the skills almost everyone needs to do almost any job”. The term is a generic one and not always used: some refer to “soft outcomes” (Leoyd and O’ Sullivan,2004) “practical skills” (Dewsan, Eccles et al; 2000) “life skills”, and “soft skills” or “character capabilities” (Margo, Grant et al. 2010) to refer to very similar sets of skills or attributes. Employability skills are also defined as skills not only to gain employment, but also to progress within an enterprise. So as to achieve ones potential and contribute successfully to enterprise strategic directions (DEST-2002).

CONSTRUCTION OF EMPLOYABILITY SKILLS INVENTORY

As per the investigator’s knowledge, there is no standardised tool for measuring the employability skills of

the professional college students. So, the investigator constructed an inventory for the purpose of investigation. The inventory aims at measuring the level of employability skills of the professional college students.

Steps Involved in Constructing the Employability Skills Inventory

Information regarding the employability skills of the professional college students was collected at three stages.

1. Discussion with the employers, recruiting agencies and professional college students.
2. Extensive review of related studies.
3. Investigators personal observation.

For the purpose of collecting the required information regarding the employability skills of the professional college students, the investigator met the employers and the recruiting agencies and asked their opinion about the skills needed for their organisation at present and in future. The investigator also met the professional college students and obtained their views on the employability skills and their knowledge on labour market. Further, investigator reviewed several research studies related to the employability skills of the college students.

ITEM POOLING

The information collected through various sources and the investigator’s

direct observation were arranged and scrutinised. Totally 73 statements related to employability skills of the professional college students generated and classified into 3 dimensions and a draft tool was prepared.

- **Fundamental skills:** The abilities required for doing the assigned work or profession successfully.

- **Team work skills:** The ability to work efficiently as a member of a team and to understand the dynamics that make teams successful.

- **Personal Management skills:** The abilities one possesses to administer him/herself and to have control over one's own self.

Table 1
Employability Skills Dimensions and the Number of Statements in Each Dimension (Pilot Study)

Sl. No.	Dimensions	Serial-wise statement number	Total number of statements
1.	Fundamental skills	1 to 26	26
2.	Team work skills	27 to 47	21
3.	Personal management skills	48 to 73	26
Total number of statements			73

Pilot Study

In order to perfect the inventory, a pilot study was conducted among 100 students studying in 5 professional colleges, located in Chennai, Kanchipuram and Vellore Districts. For the pilot study, 100 tools were distributed to 50 male and 50 female professional college students. The tools were distributed and collected through personal contact with the students in the premises of the respective colleges. The 100 tools administrated to the pilot study were scored and arranged in descending order from the top most

scorer to the bottom most scorer. The two criterion groups- the upper group consisting of 27 tools and the lower group of 27 tools were arranged. Then they were subjected to item analysis.

Item Analysis

There are 73 statements in the pilot study inventory. For each statement, the response pattern is “Yes” or “No” and the score is assigned 1 for “Yes” and 0 for “No”. In this way one can get a maximum score of 73 and minimum score of 0. Then the responses are subjected to critical ratio analysis of ‘t’ and correlation analysis of ‘r’.

Table 2
Employability Skills Inventory

Sl. No. of the Statements	Statements	‘r’ Value	‘r’ Value	Remarks
Dimension 1: Fundamental Skills				
1	I can develop understanding from charts and diagrams.	0.00	0.00	Not Selected
2	I can easily share information through computer.	2.45	0.31	Selected
3	I can use technology to explain my ideas.	0.58	0.05	Not Selected
4	I have necessary skills to solve any job related problem.	4.58	0.40	Selected
5	I have the patience to listen to others views.	2.06	0.14	Not Selected
6	I have the attitude to appreciate others’ good work.	2.43	0.38	Selected
7	I adapt scientific approach to explain ideas.	1.70	0.20	Not Selected
8	I use different reading strategy according to the nature of information.	1.45	0.19	Not Selected
9	I have confidence in my written communications.	2.29	0.26	Not Selected
10	I can easily guess the clarification expected of me.	3.05	0.35	Selected
11	I can read and record data using appropriate tools and technology.	3.68	0.30	Selected
12	I can make estimates and verify calculations.	1.18	0.22	Not Selected
13	I have confidence in my oral communications.	0.64	0.14	Not Selected
14	I am able to fix my goals according to my preferences.	2.06	0.25	Not Selected
15	I can speak according to the nature of audience.	3.85	0.35	Selected
16	While speaking, I will be able to organize and present views more clearly.	2.89	0.32	Selected
17	I will try to make sincere attempts to understand the speaker, before I give my opinion.	2.05	0.26	Not Selected
18	I can assess the situations to identify the problems.	2.75	0.38	Selected
19	I can speak different points of view based on facts and figures for better understanding.	3.36	0.36	Selected

Sl. No. of the Statements	Statements	‘t’ Value	‘r’ Value	Remarks
20	I am creative and innovative in exploring the possible solutions.	4.58	0.41	Selected
21	I will try to leave the subjects even if it is difficult.	2.28	0.22	Not Selected
22	I can make differences in delivering message of facts, inferences, opinions and judgments.	3.90	0.29	Selected
23	I can effectively plan any assignments entrusted to me.	2.59	0.41	Selected
24	I keep revising my plan until it becomes perfect.	1.60	0.24	Not Selected
25	I take notes whenever I read and listen.	2.89	0.29	Selected
26	I can easily understand the body language of a person.	1.40	0.16	Not Selected
Dimension 2: Team Work Skills				
27	I can understand the group dynamics.	1.40	0.08	Not Selected
28	I can provide feedback in a constructive manner to the team members.	2.89	0.39	Selected
29	I can solve human conflicts.	2.15	0.19	Not Selected
30	I make decisions on the basis of information gathered from the group members.	3.58	0.39	Selected
31	I do not mind to share my feelings and experiences with others.	1.64	0.09	Not Selected
32	I can easily communicate my ideas to my team members.	3.30	0.38	Selected
33	I am able to use my emotional feelings in the right way to achieve the goals of my expectations.	1.60	0.11	Not Selected
34	When I am being stressed, I seek the advice of my close friends.	1.80	0.21	Not Selected
35	I am interested in maintaining close association with my team members.	1.40	0.15	Not Selected
36	I always think about doing a work in a different perspective.	3.58	0.41	Selected

Sl. No. of the Statements	Statements	r Value	r Value	Remarks
37	I keep interested in learning and doing things.	3.01	0.30	Selected
38	I am interested to work for more time to discover new things and ideas.	2.18	0.25	Not Selected
39	I adjust my behaviour according to my environment.	1.53	0.19	Not Selected
40	I can share my accomplishments with others.	4.01	0.34	Selected
41	I will strive for situations requiring improvement and expansion in work.	1.36	0.25	Not Selected
42	I can strive to achieve the organization's goal.	2.67	0.29	Selected
43	I can jointly plan and make decisions with others.	2.45	0.32	Selected
44	I give due respect to the thoughts and opinions of my group members.	1.00	0.05	Not Selected
45	I can easily adopt the policy of a give and take to achieve group targets.	3.90	0.38	Selected
46	I can lead and mobilize the group for best performance of the task.	2.89	0.34	Selected
47	I can adjust with my co-workers.	2.37	0.32	Selected
Dimension 3: Personal Management Skills				
48	I can feel good about myself at all times.	2.08	0.25	Not Selected
49	I can deal with peoples' problems and situations with honesty.	2.29	0.30	Selected
50	I am conscious of my health.	3.08	0.32	Selected
51	I can easily balance the work and personal life.	4.24	0.40	Selected
52	I can manage any kind of risk.	1.47	0.20	Not Selected
53	I can easily handle multiple tasks or projects assigned to me.	3.19	0.28	Selected
54	My past experiences helps me to deal with any issue.	1.53	0.21	Not Selected

Sl. No. of the Statements	Statements	't' Value	't' Value	Remarks
55	I can manage with uncertainty.	2.89	0.26	Selected
56	I am pro-active to changes.	3.58	0.32	Selected
57	I am willing to learn continuously for professional improvement.	2.37	0.28	Selected
58	I can assess my strengths and areas for further development.	3.27	0.39	Selected
59	I can set my learning goals.	2.67	0.32	Selected
60	I can identify and access the learning sources and opportunities.	2.15	0.23	Not Selected
61	I can accept constructive criticism.	4.89	0.36	Selected
62	I carryout necessary changes based on the constructive criticism.	1.26	0.25	Not Selected
63	I used to ask permission to use another's property.	1.67	0.22	Not Selected
64	I daily greet my co-workers.	2.97	0.30	Selected
65	I can use appropriate language for a given situation.	3.91	0.34	Selected
66	I can easily demonstrate short term personal goals.	4.56	0.49	Selected
67	All my personal goals are viable and consistent.	1.70	0.20	Not Selected
68	I can begin a task without prompting.	2.08	0.24	Not Selected
69	I ask for additional work or directions once a task is accomplished.	4.03	0.30	Selected
70	I can respond appropriately when I am praised for doing a good job.	1.85	0.22	Not Selected
71	I can work at an acceptable speed for a given task.	2.15	0.25	Not Selected
72	I can complete new task without diminishing the level of performance of former task.	3.05	0.42	Selected
73	I do not get easily frustrated.	3.73	0.27	Selected

In the study only such of those items having satisfied the level of both the 't' value and 'r' value were selected. It may be remembered that the tool used in the pilot study has 73 statements in total. Out of these 73 statements only 40 statements were selected and those items are presented in table 3. These 40

statements constitute the final form of the Employability Skills Inventory.

The following statement numbers have been rejected, since the 't' value and the 'r' value were not at the level of significance. 1,3,5,7,8,9,12,13,14,17,21, 24,26,27,29,31,33,34, 35,38,39,41,44,48, 52,54,60,62,63,67,68,70 and 71.

Table 3

Statements selected for final form of the Employability Skills Inventory

Serial number of the Statements selected	't' value	'r' value	Remarks
Dimension 1: Fundamental Skills			
2	2.45	0.31	Selected
4	4.58	0.40	Selected
6	2.43	0.38	Selected
10	3.05	0.35	Selected
11	3.68	0.30	Selected
15	3.85	0.35	Selected
16	2.89	0.32	Selected
18	2.75	0.38	Selected
19	3.36	0.36	Selected
20	4.58	0.41	Selected
22	3.90	0.29	Selected
23	2.59	0.41	Selected
25	2.89	0.29	Selected
Dimension 2: Team Work Skills			
28	2.89	0.39	Selected
30	3.58	0.39	Selected

Serial number of the Statements selected	't' value	'r' value	Remarks
32	3.30	0.38	Selected
36	3.58	0.41	Selected
37	3.01	0.30	Selected
40	4.01	0.34	Selected
42	2.67	0.29	Selected
43	2.45	0.32	Selected
45	3.90	0.38	Selected
46	2.89	0.34	Selected
47	2.37	0.32	Selected
Dimension 3 : Personal Management Skills			
49	2.29	0.30	Selected
50	3.08	0.32	Selected
51	4.24	0.40	Selected
53	3.19	0.28	Selected
55	2.89	0.26	Selected
56	3.58	0.32	Selected
57	2.37	0.28	Selected
58	3.27	0.39	Selected
59	2.67	0.32	Selected
61	4.89	0.36	Selected
64	2.97	0.30	Selected
65	3.91	0.34	Selected
66	4.56	0.49	Selected
69	4.03	0.30	Selected
72	3.05	0.42	Selected
73	3.73	0.27	Selected

Table 4
*Employability Skills Dimensions and the
Number of Statements in Each Dimension (Final Study)*

Sl. No.	Dimensions	Total Number of Statements
1	Fundamental Skills	13
2	Team Work Skills	11
3	Personal Management Skills	16
Total Number of Statements		40

RELIABILITY

Reliability refers to consistency through a series of measurements. To establish the reliability of the inventory in the study, split-half method was employed. The reliability co-efficient by split-half method was found to be 0.97. The co-efficient indicates that the constructed inventory possess the reliability at significant level.

VALIDITY

The research tool constructed by the investigator was validated by

applying content validity method. For establishing validity the investigator distributed a set of objectives and the tool constructed for the study to 20 experts including employers, recruiting agencies, labour market analysts and some of the professional college students to check whether the statements given under the various dimensions of the tool were related to the present study and satisfy the objectives of the study. On the basis of their suggestions, minor corrections were made for clarity in the tool.

Table 5
Norms for Employability Skills Inventory

Interpretation			
Employability Skills Dimensions	Low	Average	High
Dimension-1 Fundamental Skills	1-2	3-7	8-13
Dimension-2 Team Work Skills	1-3	4-8	9-11
Dimension-3 Personal Management Skills	1-4	5-12	13-16
Total	1-10	11-28	29-40

CONCLUSION

The final form of the Employability Skills Inventory consists of 40 statements with 3 dimensions. The authors believe that the three

dimensions and the 40 statements in the inventory are meaningful and reflect the employability skills of the professional college students and it will be helpful to measure the level of their employability skills.

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ENVIRONMENTAL DEGRADATION**2**

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INTRODUCTION

Environmental degradation is a process through which the natural environment gets reduced in its biological diversity and the general health of the environment. This process can be natural, or it can be accelerated or caused by human activities. Many international organizations recognize environmental degradation as one of the major threats facing Earth. If the environment degraded, it will lead to the end of human existence. Environmental degradation is one of the Ten Threats officially cautioned by the High Level Threat Panel of the United Nations. The World Resources Institute (WRI), the United Nations Environment Programme (UNEP), the United Nations Development Programme (UNDP) and the World Bank have made an important report on health and the environment worldwide on May 1, 1998.

There are number of ways in which environmental degradation may occur. The resources become depleted. Air, water, soil and other natural resources

like minerals and oil deposits are vulnerable to depletion through overuse. Habitat pressures that force animals into a small area can also contribute to resource depletion, as the animals consume a high volume of material in a small area. When the environment is polluted, it means that toxic substances have rendered it unhealthy. Pollution may come from a variety of sources, including vehicle emissions, industrial runoff and accidental chemical release from factories and poorly managed harvesting of natural resources. In some cases, pollution may be reversible with costly environmental remediation measures and in other instances, it may take decades or even centuries for the environment to cope with the pollution.

ENVIRONMENTAL DEGRADATION

Environmental degradation is the deterioration of the environment through depletion of resources such as air, water and soil, the destruction of ecosystems and the extinction of wildlife. It is defined as any change

or disturbance to the environment perceived to be deleterious or undesirable. Environmental degradation is of many types. When natural habitats are destroyed or natural resources are depleted, environment is degraded.

The United Nations International Strategy for Disaster Reduction defines Environmental Degradation as “The reduction of the capacity of the environment to meet social and ecological objectives and needs”.

The rapid growth of population and economic development is leading to a number of environmental issues in India because of the uncontrolled growth of urbanization and industrialization, expansion and massive intensification of agriculture and the destruction of forests. Major environmental issues are Forest and Agricultural land degradation and resource depletion of water, minerals, forest products, sand, rocks and etc.,

CAUSES FOR ENVIRONMENTAL DEGRADATION

The Environmental degradation and environmental pollution or any damage caused to the environment reaches a stage wherein the environment can't attain the required balance on its own. It will affect us directly or indirectly. The disaster is not to happen tomorrow, it doesn't mean that it will never happen at all. Now it is the need of the hour to

identify the causes of environmental degradation and eliminate them one by one.

- Increase in sophistication of technology result in quick depletion of natural resources and deforestation.
- Increase in population result in increasing demand for natural resources like gold, diamond etc., which lead to fast extraction of natural resources.
- Pollution also leads to environmental degradation. Pollution includes industrial runoff, vehicle emissions, use of aerosols, air conditioning, non-renewable plastics and hazardous waste etc.,
- Soil erosion due natural calamities and poor agricultural practices also lead to environmental degradation.
- Air pollution includes acid rain, smog, industrial smoke which results in environmental degradation.
- Chlorofluorocarbons are main cause for Ozone depletion which leads to environmental degradation.
- Oil spills and destruction of the marine environment also intensified the problem of environmental degradation.

- Loss of tropical rain forests result in destruction of natural habitats, plants and animal of that places.

EFFECTS OF ENVIRONMENTAL DEGRADATION

The landmark report of the World Commission on Environment and Development, entitled “Our common Future”, warned that unless we change many of our lifestyle patterns, the world will face unacceptable levels of environmental damage and human suffering. The Commission, echoing the urgent need for tailoring the pace and the pattern of the global economic growth to the Earth’s carrying capacity, said that “Humanity has the ability to make development sustainable and to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs”.

Due to increase in population, urbanization, industrialization, social mobility and diversity increases. Fertile is lost for construction of houses for shelter and industries to work and highways for travel. It results in soil erosion and land degradation. Noise, air, water, vehicle emission and sort of problems and pollution occur, it lead to health problems. Urbanization has caused overcrowding of urban areas to create conditions that unsanitary. Rapid increase in disease and human deaths puts enormous stress on the

environment and limits the availability of natural resources for individual survival.

Pollution also leads to Global warming. Atmospheric Pollution for long years release large amounts of carbon dioxide into the atmosphere. The carbon dioxide creates greenhouse effect where the radiant energy from the sun is prevented from radiating into space. Therefore, the temperature of our atmosphere is rising. Global warming is supposed to have major effect on rainfall patterns.

Environmental degradation affects human health and worldwide, we have serious environmental resource problems of water, land and energy and these are now coming to bear on food production, malnutrition and the incidence if diseases. About 40% of deaths worldwide are caused by water, air and land pollution. Increase in diseases associated with diminishing quality of water air and soil resources provide evidence of a declining standard of living. Many laws are designed to preserve and protect the natural environment and our ecosystem by controlling pollution and protecting natural resources.

WAYS TO OVERCOME ENVIRONMENTAL DEGRADATION

India is one of the first countries, which provided a protection for the

improvement of environment in its constitution. According to the Article 51-A(g) of the fundamental duties laid down in “The Constitution of India”, it shall be the duty of every citizen of India, “to protect and improve the natural environment including forest, lakes, rivers, wildlife and to have compassion for living creatures”. As the intelligent species on Earth, the onus is on us to make sure that environmental degradation and environmental problems must be minimized and solved to some extent possible.

- Recycling and reusing the minerals.
- Using a substitute for a mineral in demand.
- Designing new technology to avoid minerals in demand.
- Utilization of the available resources and regenerating the forests.
- Planting more trees.
- Maintenance of and establishment of protection against fire, storm and overgrazing.
- Promotion of the growth of resistant varieties of plants.
- Protection and conservation of water resources.
- Recycling and reusing of water.
- Rainwater harvesting.
- Purchasing of durable and long lasting goods.
- Buying products with packaging that are as free of toxic as possible.
- Avoid disposable products.
- Get drinks in returnable products.
- Repair rather than buy a new one.
- Compost kitchen and garden waste.
- Compassion towards all animals and plants.
- Keep all the common property clean and tidy.
- Use cloth bags for shopping.
- Turn off unnecessary fans and lights and save electricity.
- Use of alternative energy resources like solar energy.
- Avoid the use of things that pollute the environment.
- Soil conservation.
- Use pressure cookers for cooking.
- Donate unwanted goods to charity club.
- Purchase refillable pens.
- Refill water bottles.
- Segregation of non-biodegradable things like glass, plastics etc., and biodegradable like paper and organic materials are separated before being disposed off.
- Dumping of segregated wasted separately for further process management.

- Proper drainage of waste water and sewage.
- Proper treatment of effluent before discharging from industries.
- Cobalt gas and manure from cow dung.
- Scrubbers should be used in coal mining, power plants asphalt and concrete plants to reduce the emission of sulphur dioxide and hydrogen sulphide.

region can be devastating and critical to the survival of species including human being. It is not difficult to see the value in protecting species, land and air that we use to obtain food, medicine, clothing, energy and shelter. However, when we put environmental problems in terms of life, we allow people to account for the actual cost environmental degradation. Degradation demands investment in environmental maintenance to ensure sustainability. Environmentalists, the world over are trying their best to save our environment and we need to do bit to make sure that they succeed.

CONCLUSION

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INTRINSIC - EXTRINSIC MOTIVATION SCALE (IEMS)


 3

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INTRODUCTION

The importance of Education in modern India was rightly remarked by Kothari Education Commission (1964-66) which states that “the destiny of India is being shaped in its classrooms”. In the last decades of the twentieth century both school education and society have witnessed lizard hitch advancements. Teacher education has to remain effective and functional coping and updating with the new dimensions. Effective teacher education for both elementary and secondary stages of education has now to be conceived with a more comprehensive paradigm encompassing a number of interrelated components.

The teachers in the emerging Indian society have a pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. It is necessary to realize that the emerging Indian society can achieve all round

development with the help of the teacher who acts a powerful agency in the transmission of its cherished values. A teacher can help the country in the process of reconstruction.

The teaching - learning process becomes fruitful when appropriate strategies are used both by the Teacher and according to the content of teaching. The Teacher uses the skill of Motivation in the class to promote the learning among their kids. Motivational Techniques are of different strategies that can be more helpful to the Teacher in their teaching and as well initiate the way of learning. Teacher interest is a complex construct comprised of cognitive, affective, motivational and volitional dimensions (Long 2006).

Today, the Teachers mostly use certain necessary skills in Teaching. During teaching, the Teacher can teach, not only on the content but also the certain necessary areas of related learning. For them, use of Motivational

techniques brings a lot of favourable ways to teach even the harder content among the students. How the Teachers are using those techniques has to be judged. Ausubel advance Organizer Model gives the consolidated lesson content earlier, before teaching. It is a way of Motivation. Therefore, use of Motivational Techniques becomes necessary in teaching. It deals with at what level the Teachers are using techniques of Motivation in their teaching.

NEED AND SIGNIFICANCE OF THE STUDY

The study signifies that Motivation induces the learning process. Motivation is one of the dynamic aspects of learning. The success of teaching depends on the intensity of Motivation. It occupies a central place in the teaching-learning process. The Teacher only helps the child to learn. But, what the child has to learn, should be judged according to the ability, interest, capacity and previous experiences of the child. Motivating the child to learn, makes the Child-centered approach, that is providing the learning material or experiences assigned according to the needs, interests and abilities of the child. If the Teacher uses link between the new learning and the old learning, it provides Motivation to the child to have more learning on the new things.

It is the duty of the Teacher to base his present teaching upon the previous learning experiences acquired by the pupil. Also, whatever the subject-matter may be, a good Teacher with his art of teaching can stimulate the students for learning. A wise Teacher should make use of the suitable methods, devices and aid-materials in his teaching.

Every learner wishes to know the result of his striving. The knowledge that we are progressing satisfactorily gives us proper incentive. Teachers should make provisions for acquainting the students well with their progress is another way of Motivation. Providing appropriate learning situation and environment is a Technique in Motivation. Again, Praise and blame can be used effectively in the classroom since they are the incentives for Motivation. Both of Reward and Punishment are powerful incentives and try to influence the future learning of the individual favourably. Classroom goals should be attainable and the students should feel that they can achieve the goal. The goal should be realistic and must not be too high or too low.

DESCRIPTION AND PROCEDURE OF INTRINSIC - EXTRINSIC MOTIVATION SCALE (IEMS):

Intrinsic - Extrinsic Motivation Scale (IEMS) constructed and validated by the researcher is used to study the

Motivational Techniques adopted by the Higher Education Teachers. Motives energize the behaviour of the organism, arouse it for action, direct and regulate our behaviour. Under motivated condition, the behaviour of the organism is directed to a selective goal which the individual sets for himself. Intrinsic and Extrinsic Motivation Techniques adopted by the Teachers of Higher Education Institutions are considered for the study.

The Intrinsic - Extrinsic Motivational Techniques of Teachers of Higher Education Institutions are identified. Motivation is arousal of tendency to act to produce one or more effects and hence Motivational Techniques are based on the affective aspects of an individual. The researcher collected 68 attitudinal statements on various techniques of Motivation adopted by the Teachers of Higher Education Institutions. There are 34 statements in each of Intrinsic and Extrinsic Motivational Techniques adopted by the Teachers.

These statements are scrutinized by the Subject Experts and concurrence revision was made. The scale has been administered to 46 male and 54 female Teachers of Higher Education Institutions were selected randomly

to validate the Intrinsic - Extrinsic Motivational Scale (IEMS) for pilot study. Those selected subjects are asked to respond the given scale. Their responses on each statement is rated by the values 5, 4, 3, 2 and 1 respectively for 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. An individual's score on the Intrinsic - Extrinsic Motivation Scale (IEMS) is the sum of his/her ratings on all the statements of the scale. The subjects' scores are arranged in the ascending order and Item analysis was made.

On the basis of the scores obtained by the subjects on the entire scale, considering top twenty seven percent and bottom twenty seven percent have formed two criterion groups. For each statement, the t-value, which is a measure of the extent of significance in differentiating the two groups, is reported. Those statements with t-values, greater than 1.96 (significant at 0.05 levels) are alone selected for the final study. The procedure of selection of items for the Intrinsic - Extrinsic Motivation Scale (IEMS) is based on the significant t-values. The selected values lie between 2.02 and 6.59.

Finally 46 statements (23 Intrinsic and 23 Extrinsic) were selected from the 68 statements of IEMS. These items are having significant t-values at 0.05 levels.

Table 1***Selection of items for the Intrinsic - Extrinsic Motivational Scale (IEMS)***

S. No	STATEMENTS	Intrinsic / Extrinsic Motivation	t-value	Selected at the Level of Significance
1.	I motivate myself to be more innovative.	I	2.27	0.05 – Selected
2.	Good spacious, ventilated classroom motivates me for teaching.	E	2.73	0.01 – Selected
3.	Proper blackboard facilities enhance me for teaching.	E	3.00	0.01 – Selected
4.	Students' asking innovative questions induces my teaching.	I	2.29	0.05 – Selected
5.	Interesting listening enhances motivated learning to my student.	I	3.09	0.01 – Selected
6.	Positive feedback on my teaching induces motivation.	I	3.37	0.01 – Selected
7.	Good rapport between teachers and students arouse my motivation level.	I	4.37	0.01 – Selected
8.	Negotiable salary stimulates motivation for my profession.	E	2.55	0.05 – Selected
9.	Timely promotion motivates me.	E	3.05	0.01 – Selected
10.	Applying Educational Technology in teaching motivates me.	E	5.32	0.01 – Selected
11.	Awards given for the best teachers and educationalist motivate me.	E	5.30	0.01 – Selected
12.	Society respects me and considers me due to my profession.	E	2.36	0.05 – Selected
13.	I feel that teacher plays a vital role in creating a healthy society.	I	4.89	0.01 – Selected

S. No	STATEMENTS	Intrinsic / Extrinsic Motivation	t-value	Selected at the Level of Significance
14.	For me, Teachers are the important pillars of the society.	I	3.51	0.01 – Selected
15.	In my experience, I found that the teacher gets motivated because of the smooth relationship between the parents and teachers.	I	6.59	0.01 – Selected
16.	Using adequate number of teaching aids while teaching motivates me.	I	2.43	0.05 – Selected
17.	The in-service teaching stimulates me for better teaching.	E	4.56	0.01 – Selected
18.	The Orientation and Refresher courses motivates my teaching learning process.	E	4.43	0.01 – Selected
19.	When the teacher participates in Teachers development programmes.	E	2.24	0.05 – Selected
20.	Faculty Improvement Programme stimulates me for development.	E	3.85	0.01 – Selected
21.	By presenting the papers in the seminars I am getting encouraged.	E	3.56	0.01 – Selected
22.	If I involve my teaching to research, then I gets benefited.	I	4.60	0.01 – Selected
23.	Work with necessary leisure hours motivates my teaching.	I	2.64	0.01 – Selected
24.	I did the successful teaching.	I	3.94	0.01 – Selected
25.	Award with impressive titles ensures my career.	I	3.18	0.01 – Selected
26.	Attention of the institution towards the teacher creates a self respect.	E	2.38	0.05 – Selected

S. No	STATEMENTS	Intrinsic / Extrinsic Motivation	t-value	Selected at the Level of Significance
27.	Encouragement of the principal for creative and innovative work motivates me.	E	4.94	0.01 – Selected
28.	Appreciations on genuine efforts motivate me.	E	2.78	0.01 – Selected
29.	Loyalty of my principal enhances my teaching.	E	4.18	0.01 – Selected
30.	Expectations of the principal enhance my career.	I	2.02	0.05 – Selected
31.	Guidance to develop sense of humour is always a part of my teaching.	E	3.74	0.01 – Selected
32.	Acknowledge on proper performance induce me for better career.	I	2.93	0.01 – Selected
33.	Encouragement on hardworking motivates me.	E	3.21	0.01 – Selected
34.	Assigning appropriate workload on teachers is always boon for me.	I	4.65	0.01 – Selected
35.	Healthy competition encourages me to perform better.	I	2.52	0.05 – Selected
36.	I get motivated, when there is fair play in all academic matters.	I	2.92	0.01 – Selected
37.	Strictness of the principal in disciplinary matters enhances my motivation.	E	5.05	0.01 – Selected
38.	Transfer affects my motivation.	I	2.94	0.01 – Selected
39.	Constructive criticism augments my motivation.	E	2.80	0.01 – Selected
40.	Fringe benefits intends me for better teaching.	E	4.11	0.01 – Selected
41.	Freedom of action stimulates my motivation.	I	4.95	0.01 – Selected

S. No	STATEMENTS	Intrinsic / Extrinsic Motivation	t-value	Selected at the Level of Significance
42.	Guidance of the principal in completing the targets augments my motivation.	E	4.49	0.01 – Selected
43.	Trust in me for achieving goals by the institution increases the level of my aspiration.	I	3.63	0.01 – Selected
44.	Competitive environment of the institution enhances me.	I	2.67	0.01 – Selected
45.	Proper preparation improves my teaching.	I	3.84	0.01 – Selected
46.	Democratic environment excites the development of me.	E	2.65	0.01 – Selected

The total time required to complete the Intrinsic - Extrinsic Motivation Scale (IEMS) – 20 minutes.

RELIABILITY AND VALIDITY

Reliability is the trust worthiness of the test. Validity is a measure what it intends to measure. The Reliability and Validity of the tools are necessary for the purpose of research.

RELIABILITY OF INTRINSIC - EXTRINSIC MOTIVATION SCALE (IEMS)

Split-half method of Reliability was used to find out the Reliability of the Intrinsic - Extrinsic Motivation Scale (IEMS). One hundred Teachers of Higher Education Institutions were taken as the sample by the researcher. The two administrations of the test,

gives the Correlation Coefficient as 0.74 and the Reliability Coefficient was obtained as 0.85.

VALIDITY OF INTRINSIC - EXTRINSIC MOTIVATION SCALE (IEMS)

Face Validity is taken for the Intrinsic – Extrinsic Motivation Scale (IEMS). Subject Expert’s opinion on revision of the items of the scale was made first. Then the revised items are given to the sample of 46 male and 54 female Teachers of Higher Education Institutions to validate the Intrinsic – Extrinsic Motivational Scale (IEMS). Item analysis was made on each item and the items possessing significant t-values are alone selected. The scale appears to possess the Validity.

CONCLUSION

The analysis of usage of Motivational Techniques has become a fundamental element of present teaching and an indispensable instrument in most of the disciplines. Hence, use of Motivational Techniques brings a lot of learning in the children. Motivation, a particular

skill of teaching plays a vital role in the hands of a good teacher. This powerful instrument can help the teacher to become an effective teacher to successfully achieve a number of educational goals. They stimulate and support various teaching-learning process and activities.

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INFLUENCE OF INSTITUTION AND EXPERIENCE ON JOB SATISFACTION OF TEACHERS

4

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INTRODUCTION

Job satisfaction has been a topic of great interest for researchers and practitioners in a wide range of fields including organizational psychology, public administration and management. It has been researched for more than 50 years and to this day continues to be a topic of research interest. The main reason for this interest may be due to the implications of job satisfaction for such job related behaviors as motivation, productivity, organizational commitment and absenteeism, turnover and employee relations.

High quality academic staff is the cornerstone of a successful educational system (Sharma and Jyoti, 2009). As Johnes and Taylor (1990) state, the goals of higher education are to provide in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands (Chen *et al.*, 2006). None of these goals can be accomplished efficiently if low satisfaction or dissatisfaction exists amongst the

university teachers in higher education organizations.

The understanding of factors affecting the job satisfaction of university teachers is of utmost importance for the implementation of a successful, innovative and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality university teachers should be a primary requirement for any educational institution (Sharma and Jyoti, 2006 & 2009). Although some degree of turnover is inevitable and perhaps desirable, high rates of faculty turnover can be costly to the reputation of an institution and to the quality of instruction (Al-Omari *et al.*, 2008).

The organization thus will be in a position to enjoy the talents of people as job satisfaction fosters a pervasive residue of public good will towards the organization. A happy and satisfied individual can find it easy to live within the organization as well as outside it.

REVIEW OF LITERATURE

Timothy T. (1989) found 34 studies (combined $n = 19,811$) reported relationships between job and life satisfaction. Contrary to previous reviews (Rice, Near & Hunt, 1980), this meta-analysis found sizable overlap between work and no work experiences. Furthermore, although this correlation was substantially greater for men than for women.

Nobile, D., John. J., Mc Cormick, (2008) examine the relationships between the biographical characteristics gender, age, years of experience, employment position and job satisfaction of staff members in Catholic primary schools. No significant relationships were identified for years of experience.

Klassen, Robert. M., Chiu, Ming Ming (2010) examined the relationships among teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management and student engagement), two types of job stress (workload and classroom stress) and job satisfaction. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviours and lower classroom management self-efficacy.

DEFINITION

Dawis and Lofquist (1984) defined job satisfaction as the result of the worker's appraisal of the degree to which the work environment fulfils the individual's needs.

Porter *et al.* (1975) defined job satisfaction as one's reaction against his/her occupation or organization.

In general, it can be said that job satisfaction is an affective reaction to a job that results from the person's comparison of actual outcomes with those that are desired, anticipated, or deserved (Oshagbemi, 2000).

OPERATIONAL DEFINITION

Job satisfaction is one's feelings on the job and is related to age, type of occupation, sex (male or female) and size of the institution in which the teacher works.

OBJECTIVES OF THE STUDY

1. To find out the level of job satisfaction of teachers.
2. To find out the level of job satisfaction of teachers based on type of management.
3. To find out the level of job satisfaction of teachers based on their teaching experience.
4. To find out whether there is any significant difference between aided and government school teachers based on job satisfaction.

- To find out whether there is any significant difference in job satisfaction of teachers based on their teaching experience.

Tool used for the study

Job satisfaction scale standardised by Mithra, Tiwari and Pandey.

Sample

The sample for the study was 200 school teachers in Chidambaram. The samples were collected by random sample technique.

Statistical analysis used

The data's has been analysed through descriptive and differential analysis.

HYPOTHESES OF THE STUDY

- The level of job satisfaction of teachers is low.
- The level of job satisfaction of teachers based on type of management is low.
- The level of job satisfaction of teachers based on their teaching experience is low.
- There is no significant difference between aided and government school teachers based on job satisfaction.
- There is no significant difference in job satisfaction of teachers based on their teaching experience.

DELIMITATIONS OF THE STUDY

The following were the delimitations of the study

- The study was confined only with the school teachers.
- The area for the study was Chidambaram.
- The study has been limited to the sample of 200 school teachers.

METHOD OF THE STUDY

Normative survey method has been used in the study.

ANALYSIS

Hypothesis - 1 The level of job satisfaction of teachers is low.

Table 1

Mean and Standard Deviation of Job Satisfaction of Teachers

Variable	N	Mean	S.D	M+1D	M-1D	Level
Job satisfaction	200	148.33	15.22	163.55	133.11	Average

It is clear from the table 1, that the job satisfaction of teachers, mean and SD scores are found to be 148.33 and 15.22 respectively. The mean value

lies between 163 and 133. Hence the hypothesis is rejected and is concluded that the job satisfaction of teachers is average.

Hypothesis - 2 The level of job satisfaction of teachers based on type of management.

Table 2
Mean and Standard Deviation of Job Satisfaction of Teachers based on Type of Management

Variable	Type of management	N	Mean	S.D	Level
Job satisfaction	Aided	117	146.72	15.91	Average
	Government	83	150.59	13.97	

It is clear from the table 2, that the job satisfaction of teachers based on type of management, mean and SD scores of teachers belongs to aided school were found to be 146.72 & 15.91 respectively. Mean and SD scores of teachers belongs to government school were found to be 150.59 & 13.97 respectively. The

mean value lies between 163 and 133. Hence the hypothesis is rejected and is concluded that the job satisfaction of teachers based on type of management is average.

Hypothesis - 3 The level of job satisfaction of teachers based on their teaching experience is low.

Table 3
Mean and Standard Deviation of Job Satisfaction of Teachers based on their Teaching Experience

Variable	Teaching experience	N	Mean	S.D	Level
Job satisfaction	Upto 10 yrs	73	146.68	15.61	Average
	11- 20 yrs	60	150.48	12.69	
	Above 20 yrs	67	148.19	16.78	

It is clear from the table 3, that the job satisfaction of teachers based on their teaching experience, mean and SD scores of upto 10 yrs of teaching experience were found to be 146.68 & 15.61 respectively. Mean and SD scores of teaching experience 11 – 20 yrs were found to be 150.48 & 12.69 respectively. Mean and SD scores of teaching experience above 20 yrs were found

to be 148.19 & 16.78 respectively. The mean value lies between 163 and 133. Hence the hypothesis is rejected and is concluded that the job satisfaction of teachers based on their teaching experience is average.

Hypothesis - 4 There is no significant difference between aided and government school teachers based on job satisfaction.

Table 4

Mean Difference between Aided and Government School Teachers based on Job Satisfaction

Variable	Gender	N	Mean	SD	t- value	Significant at 0.051level
Job satisfaction	Aided	117	146.72	15.91	1.778	Not Significant
	Government	83	150.59	13.97		

In order to find out the significant difference between aided and government school teachers based on job satisfaction, mean, standard deviation and ‘t’ scores were computed. The obtained value of mean and standard deviation of aided school teachers were 146.72 & 15.91 and the government school teachers were 150.59 & 13.97. The obtained ‘t’ value is 1.778. The calculated value is less than the table value ‘t’ at 0.05 level.

From the table 4, it can be concluded that there is no significant difference between aided and government school teachers based on job satisfaction. So, the null hypothesis is rejected.

Hypothesis - 5 There is no significant difference in job satisfaction of teachers based on their teaching experience.

Table 4
Mean difference between in Job Satisfaction of Teachers based on their Teaching Experience

Source of variation	Sum of squares	Mean squares	df	F	Level of significance at 0.05 level
Between groups	477.006	238.503	2	1.029	Not significant
Within groups	45649.214	231.722	197		
Total	46126.220		199		

In order to find out the significant difference in job satisfaction of teachers based on their teaching experience. The 'F' value is found to be 1.029 which is less than the table value at 0.05 level. From this, it can be concluded that there is no significant difference in job satisfaction of teachers based on their teaching experience. So, the null hypothesis is accepted.

FINDINGS

- The level of job satisfaction of teachers is average.
- The level of job satisfaction of teachers based on type of management is average.
- The level of job satisfaction of teachers based on their teaching experience is average.
- There is no significant difference between aided and government

school teachers based on job satisfaction.

- There is no significant difference in job satisfaction of teachers based on their teaching experience.

CONCLUSION

The job satisfaction of school teachers, their commitment (academic) and their retention are crucial to effective academic institutions. The understanding of factors affecting the job satisfaction of school teachers is of utmost importance for the implementation of a successful, innovative and vibrant educational system. Furthermore, their job satisfaction translates into a healthy and positive academic environment. Thus, attracting and retaining high quality school teachers should be a primary requirement for any educational institution.

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திருநெல்வேலி.

முன்னுரை

ஆசிரியத் தொழிலே மற்ற அனைத்துத் தொழில்களுக்கும் ஆசான். எந்த ஒரு நாடும் அதன் ஆசிரியர்களின் நிலையினைவிட ஒருபோதும் உயர முடியாது என்ற ஒரு கருத்தும் உள்ளது. இவற்றை உற்று நோக்கும்போது ஆசிரியர் தொழில் எந்த அளவுக்கு உயர்வானது என்பது தெளிவாக விளங்குகின்றது. வருங்கால சந்ததிகளான மாணவர்களை உருவாக்குவதில் ஆசிரியர்கள் ஆற்றும் பணி மகத்தானது. அத்தகைய மகத்தான பணியினைச் செய்கின்ற ஆசிரியர்கள், பல்வேறு திறன்களையும், சிறந்த நுண்ணறிவினையும், உயர்ந்த தன்மதிப்பினையும் பெற்றிருத்தல் மிகவும் அவசியம். அதோடு மட்டுமல்லாமல், அவர்களை வழிநடத்தும் திறன் பெற்றவர்களாகவும் இருத்தல் வேண்டும் என்பதில் துளியளவும் ஐயமில்லை. ஆசிரியர் என்பவர் ஒரு சமூகப் பொறியாளராகவும், ஒரு ஜனநாயகத் தலைவராக

வும் விளங்கிடல் வேண்டும். மாணவர்களிடையே ஒழுக்கத்தைப் பேணும்போது பயமின்றிப் பாரபட்சம் காட்டாது நடந்திடல் வேண்டும். சமத்துவம், அமைப்பு, சுதந்திரம் மற்றும் நீதி ஆகிய கருத்துக்களில் மிகுந்த நம்பிக்கை கொண்டவராக இருத்தல் வேண்டும். தகுந்த கற்பித்தல் உபகரணங்களைத் தயாரித்துக் கொண்டு வகுப்பிற்குக் காலம் தவறாமல் செல்ல வேண்டும்.

மனவெழுச்சி நுண்ணறிவு

மனவெழுச்சியானது ஒருவரின் வாழ்க்கையில் முக்கிய பங்கு வகிக்கிறது. இது ஒருவரை வழி நடத்துகிறது என்று சொன்னால் அது மிகையாகாது. மனவெழுச்சி ஒருவருடைய ஆளுமை வளர்ச்சியில் முக்கியப் பங்காற்றுகிறது. மனவெழுச்சி என்பது இயல்புக்கம் தூண்டப்படும்பொழுது ஒருவரிடம் எழும் உணர்வு அனுபவமாகும். சார்லஸ் ஜி. மாரிஸ் என்னும் அறிஞர் “வெளிப்படையான பண்பு நடத்தை

களை வெளிப்படுத்தி, பரவக்கூடிய உள வியல் மாற்றங்களை உள்ளடக்கிய சிக்கலான ஓர் உணர்வு அனுபவமே மன வெழுச்சியாகும்” என்று விளக்கியுள்ளார்.

மனவெழுச்சிகள் பெரும்பாலும் முகத்தில் இருந்தே வெளிப்படுகின்றன. அது னுடைய நடை, உடை பாவனைகளில் மாற்றங்கள் காணப்படுகின்றன. ஒருவரைத் தாக்கக்கூடும், விரைவாக இடம் விட்டு இடம் நகரக்கூடும். குரல் மாற வாய்ப்புள்ளது. உரத்த குரலில் பேசுதல், சத்தம் போடுதல், அழுதல், முனகுதல் போன்ற வெளிப்பாடுகள் மனவெழுச்சிகளின் தன்மையைப் பொறுத்து அமைகின்றன.

ஆய்வின் தேவை மற்றும் முக்கியத்துவம்

கி.பி 1990-ல் நுண்ணறிவு ஈவைப் பயன்படுத்தி நுண்ணறிவை அளவீடு செய்வதில் சர்ச்சைகள் எழுந்தன. மனவெழுச்சி ஈவு என்ற வார்த்தையினை அமெரிக்க பல்கலைக்கழகப் பேராசிரியர்களான டாக்டர் ஜான் மேயர் மற்றும் பீட்டர் சலோவே ஆகியோர் பயன்படுத்தினர். ஜான் மேயர் மற்றும் பீட்டர் சலோவே ஆகியோர் “மனவெழுச்சியை உணர்ந்து அதனைச் சிந்தனையோடு இணைத்து அதனைப் புரிந்து மேலாண்மை செய்வதற்கான மனவெழுச்சியுடன் கூடிய ஆராய்ந்தறியும் திறனே மனவெழுச்சி நுண்ணறிவு என்று அழைக்கப்படுகிறது” என்று விளக்கம் தந்தனர். ஆசிரியர்கள் தத்தம் மனவெழுச்சி நுண்ணறிவின் மூலம் தங்களுக்கான சொந்த மற்றும் கற்பித்தல் சார்ந்த பிரச்சினைகளைத் தாங்களே

தீர்த்துக் கொள்ளும் வகையில் மன வெழுச்சி நுண்ணறிவானது ஒரு வழி காட்டி போல் செயல்படுகின்றது. எதிர் மறை மனவெழுச்சிகளை முறையாகக் கையாளுவதன் மூலம் ஓர் ஆசிரியர் தன்னகத்தே ஆரோக்கியமான மனநிலை உருவாக்கிட வாய்ப்பு கிடைக்கப் பெறுகின்றது. மேலே கூறியுள்ள அனைத்து விவரங்களையும் மனதில் கொண்டு ஆய்வாளர் இதை திட்டமிட்டுள்ளார். மேலும் இந்த ஆய்வானது தமிழாசிரியர்களின் திறன்களில் ஏற்படக்கூடிய பிரச்சினைகளைத் தீர்ப்பதற்கான வழிமுறைகளை வழங்குவதோடு மட்டுமல்லாமல் அவர்களின் மனவெழுச்சி நுண்ணறிவு மேம்படுவதற்கு தேவையான அனைத்து ஆலோசனைகளையும் வழங்கும் வகையில் அமையும் என்பது திண்ணம்.

பிரதான நோக்கங்கள்

1. பாலினம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மன வெழுச்சி நுண்ணறிவினை அளவிடுதல்.
2. பள்ளி அமைவிடம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மன வெழுச்சி நுண்ணறிவினை அளவிடுதல்.
3. பள்ளி நிர்வாகத்தின் வகை அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடுகளைக் கண்டறிதல்

கருதுகோள்கள்

1. பாலினம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி

நுண்ணறிவினை அளவிடுதலில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

2. பள்ளி அமைவிடம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவினை அளவிடுதலில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.
3. பள்ளி நிர்வாகத்தின் வகை அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆராய்ச்சி முறை

இந்த ஆய்வில் ஆய்வாளர் அளவியல் முறையைக் கையாண்டு உள்ளார். திருநெல்வேலி, தூத்துக்குடி மற்றும் கன்னியாகுமரி மாவட்டங்களின் பரப்பெல்லை கருதி ஆய்வாளர் 50 பள்ளிகளை மட்டும் தன் ஆய்விற்காக எடுத்துள்ளார். எளிய தன் நிகழ்வுமாதிரிக் கூறுமுறையில் 268 ஆசிரியர்கள் மாதிரியாக

தேர்ந்தெடுக்கப்பட்டனர். அவர்களிடமிருந்து வினா நிரல் பட்டியல் கொடுத்து தரவுகள் சேகரிக்கப்பட்டன. ஞா. எஸ்தர் மரகதமணி அவர்களின் மனவெழுச்சி நுண்ணறிவு அளவிடும் கருவியானது (2016) பயன்படுத்தப்பட்டது. மனவெழுச்சி நுண்ணறிவுக் கருவியானது ஐந்து பரிமாணங்களை கொண்டது, அவை சுயவிழிப்புணர்வு, சுயமேலாண்மை, சமூகத்திறன்கள் மேலாண்மை, கருணை, மற்றும் மனவெழுச்சி முதிர்ச்சி. ஆய்வு கருவியில் வாக்கியங்களின் எண்ணிக்கை 1 இல் இருந்து 86 வரை கொண்டது. ஆய்வுக் கருவி ஆனது ஐந்து புள்ளி அளவுகோல் கொண்டு அளவிடப்படும்.

இன்மை கருதுகோள் - 1

பாலினம் அடிப்படையில் தொடக்கக் கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

அட்டவணை 1

பாலினம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு

பரிமாணங்கள்	ஆண் எண்ணிக்கை 164		பெண் எண்ணிக்கை 104		't' மதிப்பு	குறிப்பு
	சராசரி	திட்ட விலக்கம்	சராசரி	திட்ட விலக்கம்		
சுயவிழிப்புணர்வு	23.33	2.74	24.38	2.86	0.871	வேறுபாடு இல்லை
சுயமேலாண்மை	47.25	2.18	49.64	2.29	2.459	வேறுபாடு உள்ளது
சமூகத்திறன்கள் மேலாண்மை	30.59	3.16	32.93	3.64	1.131	வேறுபாடு இல்லை

பரிமாணங்கள்	ஆண் எண்ணிக்கை 164		பெண் எண்ணிக்கை 104		't' மதிப்பு	குறிப்பு
	சராசரி	திட்ட விலக்கம்	சராசரி	திட்ட விலக்கம்		
கருணை	41.23	2.24	42.32	2.39	1.647	வேறுபாடு இல்லை
மனவெழுச்சி முதிர்ச்சி	37.65	4.16	38.68	4.21	0.658	வேறுபாடு இல்லை
மொத்தம்	291.99	41.739	285.02	34.701	1.479	வேறுபாடு இல்லை

(5 சதவீத மட்டத்தில் 't' அட்டவணை மதிப்பானது 1.96)

மேற்கண்ட அட்டவணையின்படி, கணக்கிடப்பட்ட 't' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் குறைவாக இருப்பதால், இன்மைக் கருதுகோள் ஏற்றுக் கொள்ளப்படுகிறது. எனவே பாலினத்தின் அடிப்படையில் ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

பரிமாணங்களை ஆய்வு செய்த போது சுயவிழிப்புணர்வு, சமூகத்திறன்கள் மேலாண்மை, கருணை, மனவெழுச்சி முதிர்ச்சி மற்றும் மனவெழுச்சி நுண்ணறிவு ஆகியவற்றில் கணக்கிடப்பட்ட 't' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் குறைவாக இருப்பதால், இன்மைக் கருதுகோள் ஏற்றுக் கொள்ளப்படுகிறது. எனவே பாலினத்தின் அடிப்படையில் சுயவிழிப்புணர்வு, சமூகத்திறன்கள் மேலாண்மை, கருணை, மனவெழுச்சி முதிர்ச்சி மற்றும் மன

வெழுச்சி நுண்ணறிவு ஆகியவற்றில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆனால் சுயமேலாண்மை என்ற பரிமாணத்தில், கணக்கிடப்பட்ட 't' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் அதிகமாக இருப்பதால், இன்மைக் கருதுகோள் நிராகரிக்கப்படுகிறது. எனவே பாலினத்தின் அடிப்படையில் பெண் தொடக்கப்பள்ளி ஆசிரியர்கள், ஆண் தொடக்கப்பள்ளி ஆசிரியர்களை விட சுயமேலாண்மையில் மேம்பட்டுக் காணப்படுகின்றனர் என கண்டறியப்பட்டுள்ளது.

பெண் தொடக்கப்பள்ளி ஆசிரியர்கள், ஆண் தொடக்கப்பள்ளி ஆசிரியர்களை விட சுயமேலாண்மையில் மேம்பட்டுக் காணப்படுகின்றனர் என கண்டறியப்பட்டுள்ளது. இதற்கு காரணம் என்னவாக இருக்குமெனில், பெண் தொடக்கப்பள்ளி ஆசிரியர்கள் இயற்கையாகவே தன்னு

டைய நிறை, குறைகளை தெரிந்தவர்களாகவே இருப்பார். எந்த இடத்தில் தன்னுடைய உணர்வுகளை வெளிப்படுத்த வேண்டும், எந்தச் சூழ்நிலையில் அமைதி காக்க வேண்டும் என்பதில் தெளிவாக இருப்பார். ஆகவே பெண் தொடக்கக்கல்வி ஆசிரியர்கள் தன்னைத்

தானே கட்டுப்படுத்துவதில் தேர்ந்து இருக்கின்றனர்.

இன்மைக் கருதுகோள்-2

பள்ளி அமைவிடம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

அட்டவணை 2

பள்ளி அமைவிடம் அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு

பரிமாணங்கள்	கிராமப் பள்ளி எண்ணிக்கை 127		நகரப் பள்ளி எண்ணிக்கை 141		‘t’ மதிப்பு	குறிப்பு
	சராசரி	திட்ட விலக்கம்	சராசரி	திட்ட விலக்கம்		
சுயவிழிப்புணர்வு	24.42	2.59	25.20	2.74	1.214	வேறுபாடு இல்லை
சுயமேலாண்மை	39.29	2.41	42.15	2.78	0.897	வேறுபாடு இல்லை
சமூகத்திறன்கள் மேலாண்மை	36.79	2.28	40.12	3.91	0.258	வேறுபாடு இல்லை
கருணை	32.64	3.72	42.18	3.97	1.458	வேறுபாடு இல்லை
மனவெழுச்சி முதிர்ச்சி	42.54	3.86	42.60	2.80	2.141	வேறுபாடு உள்ளது
மொத்தம்	294.07	39.659	284.97	38.487	1.902	வேறுபாடு இல்லை

(5 சதவீத மட்டத்தில் ‘t’ அட்டவணை மதிப்பானது 1.96)

மேற்கண்ட அட்டவணையின்படி, கணக்கிடப்பட்ட 'f' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் குறைவாக இருப்பதால், இன்மைக் கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. எனவே பள்ளி அமைவிடத்தின் அடிப்படையில் ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

பரிமாணங்களை ஆய்வு செய்த போது சுயவிழிப்புணர்வு, சமூகத்திறன்கள் மேலாண்மை, கருணை, சுயமேலாண்மை மற்றும் மனவெழுச்சி நுண்ணறிவு ஆகியவற்றில் கணக்கிடப்பட்ட 'f' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் குறைவாக இருப்பதால், இன்மைக் கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. எனவே பாலினத்தின் அடிப்படையில் சுயவிழிப்புணர்வு, சமூகத்திறன்கள் மேலாண்மை, கருணை, சுயமேலாண்மை மற்றும் மனவெழுச்சி நுண்ணறிவு ஆகியவற்றில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

ஆனால் மனவெழுச்சி முதிர்ச்சி என்ற பரிமாணத்தில், கணக்கிடப்பட்ட 'f' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் அதிகமாக இருப்பதால், இன்மைக் கருதுகோள் நிரா

கரிக்கப்படுகிறது. எனவே பள்ளி அமைவிடத்தின் அடிப்படையில் நகர தொடக்கப் பள்ளி ஆசிரியர்கள், கிராம தொடக்கப் பள்ளி ஆசிரியர்களைவிட மனவெழுச்சி முதிர்ச்சியில் மேம்பட்டுக் காணப்படுகின்றனர் என கண்டறியப்பட்டுள்ளது.

நகரத் தொடக்கப்பள்ளி ஆசிரியர்கள், கிராமத் தொடக்கப்பள்ளி ஆசிரியர்களைவிட மனவெழுச்சி முதிர்ச்சியில் மேம்பட்டுக் காணப்படுகின்றனர் என கண்டறியப்பட்டுள்ளது. இதற்கு காரணம் என்னவாக இருக்குமெனில், நகர்புற பள்ளிகளில் பணியாற்றும் ஆசிரியர்கள் யோகா பயிற்சியில் அடிக்கடி பங்கேற்கின்றனர். அவர்களிடம் புதுமைகளும், நுட்பங்களும் சுலபமாக வந்தடைகின்றன. நகர்புறத்தில் இருப்பவர்கள் தன் தேவைகளையும், தன் குடும்பத்தினரின் தேவைகளையும் தானே நிறைவேற்றிக் கொள்ளும் விதமாக சூழ்நிலை அமைந்துள்ளது. ஆகவே நகர தொடக்கப்பள்ளி ஆசிரியர்கள் மனவெழுச்சி முதிர்ச்சியில் மேம்பட்டு இருக்கின்றனர்.

இன்மைக் கருதுகோள்-3

பள்ளி நிர்வாகத்தின் வகை அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

அட்டவணை 3

பள்ளி நிர்வாகத்தின் வகை அடிப்படையில் தொடக்கக்கல்வி ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு

பரிமாணங்கள்	மாறுபாட்டின் ஆதாரம்	வர்க்கங்களின் கூடுதல்	வரையற்ற பாகை	சராசரி வர்க்கம்	கணக்கிடப்பட்ட 'F' மதிப்பு	குறிப்பு
சுய விழிப்புணர்வு	இடையே	85.720		21.440	0.789	வேறுபாடு இல்லை
	உள்ளே	5452.76		16.089		

பரிமாணங்கள்	மாறுபாட்டின் ஆதாரம்	வர்க்கங்களின் கூடுதல்	வரையற்ற பாகை	சராசரி வர்க்கம்	கணக்கிடப்பட்ட 'F' மதிப்பு	குறிப்பு
சுய மேலாண்மை	இடையே	69.245		17.823	1.258	வேறுபாடு இல்லை
	உள்ளே	4392.12		13.417		
சமூகத்திறன்கள் மேலாண்மை	இடையே	119.65		45.851	1.789	வேறுபாடு இல்லை
	உள்ளே	8735.21		24.142		
கருணை	இடையே	46.901		8.201	0.874	வேறுபாடு இல்லை
	உள்ளே	7782.39		18.547		
மனவெழுச்சி முதிர்ச்சி	இடையே	37.821		26.547	0.658	வேறுபாடு இல்லை
	உள்ளே	7321.25		21.498		
மொத்தம்	இடையே	1988.01		994	0.644	வேறுபாடு இல்லை
	உள்ளே	409104.44		1543.79		

(5 சதவீத மட்டத்தில் (2, 265) வரையற்ற பாகை, 'F' அட்டவணை மதிப்பானது 3.01)

மேற்கண்ட அட்டவணையின்படி, கணக்கிடப்பட்ட 'F' மதிப்பானது அட்டவணை மதிப்பைவிட 0.05 சதவீத மட்டத்தில் குறைவாக இருப்பதால், இன்மைக் கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது. எனவே, பள்ளி நிர்வாகத்தின் வகையின் அடிப்படையில் ஆசிரியர்களின் மனவெழுச்சி நுண்ணறிவில் குறிப்பிடத்தக்க வேறுபாடு இல்லை.

பரிந்துரைகள்

1. ஆண் தொடக்கப்பள்ளி ஆசிரியர்கள் ஆளுமை பயிற்சியில் தன்னை ஈடுபடுத்திக் கொள்ள வேண்டும். சுயமேலாண்மையை வளர்க்கும் விதமாக வல்லுனர் - ஆசிரியர் கலந்

துரையாடலுக்கு ஏற்பாடு செய்ய வேண்டும்.

2. கிராமப்புற ஆசிரியர்களுக்கு யோகா பயிற்சிகள், அகநோக்கு முறை மற்றும் தன்னை அறிந்துக் கொள்ளும் பயிற்சிகள் போன்றவற்றை அளிப்பதன் மூலம் அவர்களின் மன இறுக்கம் குறைந்து மனவெழுச்சி நுண்ணறிவு மேம்படும்.
3. ஆசிரியர்கள் தங்களுக்குள் குழக்களை ஏற்படுத்திக் கொண்டு தமிழ் வழி மின்னஞ்சல் மூலம் தங்களுக்குள் தகவல் பரிமாற்றம் செய்ய ஊக்குவிக்கலாம்.

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A STUDY OF RELATIONSHIP BETWEEN CREATIVITY AND TEACHER EFFECTIVENESS OF PROSPECTIVE TEACHERS

6

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INTRODUCTION

The effectiveness of educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only impart the entire educational curricula allotted to him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world. There are many factors which influence the effectiveness of the teacher one way or another viz, intelligence, attitude towards teaching, experience, academic qualification, personality, mental health, creativity etc.

Effective teacher can only bring the desirable changes in the students. For this study, teacher effectiveness

is considered as a composite of the qualities or characteristics of teacher such as skill, competencies, classroom instruction, knowledge & practical mastery of pedagogical techniques, evidence of improvement & growth made in curriculum transaction, participation in extra instructional activities and practice of ethics of teachers.

At present, teaching has made more challenging and difficult for teachers. Instead of having concern for him only with patterns of effective presentation of subject matter, teacher has responsibility of all round development of students. Teacher has to play an important role in development of basic skills, understanding, proper habits, desirable attitude, value judgment & personal adjustment of students.

TEACHER EFFECTIVENESS

Teacher training colleges have to prepare effective teachers. So how

teacher teach the content and syllabus in the best and most efficient manner should be taken note of. Therefore, teacher effectiveness is very important for teacher training colleges. Wangoo (1984) has reported that personality adjustment, democratic relationship, a high degree of intelligence and emotional control are main characteristics which are associated with teacher effectiveness. Barr (1952) explained teacher effectiveness as a relationship among teachers, pupils and other persons concerned with the educational understanding. The teachers have to attain the needed competence in their roles and functions.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teacher. He is able to perform his best in the process of education. According to Skinner (1954) teaching is an art and learning is a science. The task of teaching is to aid learning process. The effectiveness of teaching depends upon the effectiveness of the teacher. The teacher's effectiveness refers to the capacity of teacher to realize some of the educational objectives like, desired pupil behavior, abilities, habits, characteristics to bring the development of basic skills, desirable attitude and adequate personal adjustment of pupil (Ryans, 1960).

For this study, teacher effectiveness is considered as a composite of the

qualities or characteristics of teacher such as skills, competencies, classroom instruction, knowledge & practical mastery of pedagogical techniques, evidence of improvement & growth made in curriculum transaction, participation in extra instructional activities and practice of ethics of teachers.

Teacher effectiveness is an area of research which is concerned with the relationship between the characteristics of teachers, teaching acts, and their effects on educational outcomes of classroom teaching (Flanders & Simon, 1969). According to Dickson (1980) "teaching effectiveness is demonstrated repertoire of competencies involved with teaching plans & materials, classroom procedure, interpersonal skills, learners' reinforcement involvement reflected in teacher behavior". Gupta & Kappor (1984) have derived the term teacher effectiveness as a repertoire of efficacy exhibited by a teacher in instructional strategies, classroom management, personal disposition, temperament & tendencies, evaluation & feedback, interpersonal relations, job involvement, initiative & enthusiasm, professional values and innovativeness respectively in the everyday teaching-learning situation. While doing this work the innovative ideas and divergent thinking is needed. In this study, researchers had to study the teacher effectiveness of prospective teachers and

its correlation with creativity. Therefore, the term teacher effectiveness is defined as a repertoire of efficacy exhibited by a teacher in student-teacher relationship, interaction with peers, discipline, lesson planning, classroom management, personality and diligence.

Dhillon & Kaur (2009) studied teacher effectiveness in relation to their value pattern. They found that there is not any relationship between teacher effectiveness & value patterns of teachers and no significant difference between level of teacher effectiveness of male & female teachers. Kaur, S. (2008) studied occupational stress in relation to teacher effectiveness among secondary school teachers. He found that less effective teachers are under a higher level of occupational stress than the highly effective teachers. While female are significantly under more occupational stress than male teachers. Agarwal, S. (2012) studied the correlation between teacher effectiveness and job satisfaction of secondary school teachers. She concluded that all type of government school teachers have more teacher effectiveness than the all types of aided and non-aided school teachers. Areekkuzhiyil, Ashok (2014) found that the student-teachers have average level of teaching competence and male student-teachers possess higher level of teaching competence than female student-teachers.

Creativity

Creativity is the ability to think flexibly, connect and rearrange knowledge to generate new and surprising ideas. Creativity is a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts. Sternberg (1991) defined creativity as the ability to produce work that is both novel, original, unexpected and appropriate which is useful, adaptive concerning task constraints. Seltzer & Bentley (1999) defined creativity is the application of knowledge & skills in new ways to achieve a valued goals.

Good education, proper care and provision of opportunities for creative expression inspire, stimulate & sharpen the creative mind. In this regard teacher has to play a significant role. He is required to help the children in nourishing & utilizing their creative abilities to the utmost. So, teacher has to plan the activities to enhance the creativity of the students.

In the context, when there are more expectations and demand for quality in education, the effectiveness of teachers is vital to face the emerging challenges of globalization. So, the researchers decided to study the relationship between creativity and teacher effectiveness among prospective teachers.

OBJECTIVES OF THE STUDY

1. To find the levels of creativity among prospective teachers.
2. To find the level of teacher effectiveness among prospective teachers.
3. To study the correlation between creativity & teacher effectiveness among prospective teachers in relation to gender & type of college.

HYPOTHESES OF THE STUDY

1. The creativity among prospective teachers is not at high level.
2. The creativity among prospective teachers is not at high level.
3. There is no significant relationship between creativity and teacher effectiveness among prospective teachers in relation to gender & type of college.

POPULATION AND SAMPLE

For this study, the population of 1250 second year prospective teachers of D.T.Ed. Colleges in Jalgaon District, Maharashtra was decided. The sample of 414 prospective teachers was selected by multi-stage random sampling technique from D. T. Ed. Colleges in Jalgaon District, Maharashtra.

TOOLS

1. Student Teachers Effectiveness Rating Scale (STERS) constructed by Researcher:
2. The Student Teachers Effectiveness Rating Scale (STERS) was prepared

by the researchers with the help of Teacher Effectiveness Scale by Dr. Pramod Kumar & Dr. D. N. Mutha. Researchers studied the literature related to teacher effectiveness in detail and identified the competencies of teacher effectiveness, namely, student-teacher relationship, interaction with peers, discipline, lesson planning, class management, personality & diligence. On the basis of these competencies scale was constructed. It contains 78 statements with rating scale, "fully agree", "agree", "indefinite", "disagree" & "fully disagree". Its reliability is 0.84 which was checked by split-half method.

3. New Test of Creativity by Dr. Roma Pal

COLLECTION OF DATA

As per the planning, the Creativity Test & Student Teachers Effectiveness Rating Scale (STERS) were administered. Before administering the tool, the purpose of research was explained & necessary instructions were given to the prospective teachers for obtaining correct and valid responses. The prospective teachers were very attentive, they are asked to give their responses freely and their difficulties related to the tools were clarified. The responses were collected from the prospective teachers and scoring of each item was done.

ANALYSIS AND INTERPRETATION OF DATA

Table 1

*Descriptive Analysis of Creativity Scores and
Teacher Effectiveness Scores of Prospective Teachers*

Variable	Number of Students (N)	Mean (M)	Median (Mdn)	Mode (Mo)	Standard Deviation (SD)	Skewness (Sk)	Kurtosis (Ku)
Creativity	409	65.75	64.00	47.00	20.49	0.32	0.50
Teacher Effectiveness	409	323.85	325.00	321.00	33.34	-0.63	1.19

H 1: The creativity among prospective teachers is not at high level.

Table 2

Level of Creativity among Prospective Teachers

Score Limits	Levels of Creativity	Number of Prospective Teachers			Percentage (%)		
		Granted	Non-granted	Total	Granted	Non-granted	Total
Below 46	Low Level	126	89	215	51.85	58.17	54.30
46 to 86	Moderate Level	67	40	107	27.57	26.14	27.02
Above 86	High Level	50	24	74	20.58	15.69	18.68

The table 2 indicates that only 18.68 % of prospective teachers under the study show high creativity while 27.02 % of prospective teachers show average level of creativity and majority of prospective teachers i.e. 54.30 % show low level of creativity. The calculated figures of average and low creativity level of prospective teachers indicate

that the creativity among prospective teachers is low. The Hypothesis “The creativity among prospective teachers is not at high level” is accepted. Thus it can be said that the creativity among prospective teachers is not at high level.

H 2: The teacher effectiveness among prospective teachers is not at high level.

Table 3**Level of Teacher Effectiveness among Prospective Teachers**

Score Limits	Levels of Teacher Effectiveness	Number of Prospective Teachers			Percentage		
		Granted	Non-granted	Total	Granted	Non-granted	Total
Below 291	Low Level	28	24	52	11.52	15.69	13.13
291 to 357	Moderate Level	174	106	280	71.60	69.28	70.71
Above 357	High Level	41	23	64	16.87	15.03	16.16

From above table, it is seen that the low & average level of teacher effectiveness is 13.13% & 70.71% respectively while the high level of teacher effectiveness is found in only 16.16% of prospective teachers. The average & low level of teacher effectiveness among prospective teachers indicates that the teacher effectiveness among prospective

teachers is low. Therefore the hypothesis “The teacher effectiveness among prospective teachers is not at high level” is accepted. Thus it can be said that he teacher effectiveness among prospective teachers is not at high level.

H 3: There is no significant relationship between creativity and teacher effectiveness of prospective teachers.

Table 4**Significance of ‘r’ between Creativity and Teacher Effectiveness among Prospective Teachers in relation to Gender and Type of College**

Sample Group	Calculate ‘r’	Degrees of Freedom (df)	Critical ‘r’		Significance
			0.05 Level	0.01 Level	
Total Sample	0.126	408	0.098	0.128	Significant
Granted	0.966	241	0.138	0.181	Significant
Non-granted	0.933	151	0.159	0.208	Significant
Male	- 0.085	192	0.138	0.181	No significant
Female	0.33	200	0.138	0.181	Significant
Granted Male	-0.152	111	0.195	0.254	No significant

Sample Group	Calculate 'r'	Degrees of Freedom (df)	Critical 'r'		Significance
			0.05 Level	0.01 Level	
Granted Female	0.28	128	0.174	0.228	Significant
Non- granted Male	0.06	79	0.217	0.283	No significant
Non- granted Female	0.393	70	0.232	0.32	Significant

Where, S = Significant, Ns = Not Significant

From table 4 it is seen that the obtained coefficient of correlation between Creativity (CR) & Teacher Effectiveness (TE) 'r' is 0.126 is near equal to tabulated 'r' at 0.01 level of significance. Hence, 'r' between CR & TE among prospective teachers is significant. The hypothesis "There is no significant relationship between creativity and teacher effectiveness of prospective teachers" is rejected. This implies that there is a significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of prospective teachers.

From the table 4 it can be seen that the obtained coefficient of correlation between Creativity (CR) & Teacher Effectiveness (TE) of granted and non-granted prospective teachers are 0.966 & 0.933 respectively which are significant. Therefore, the hypothesis, "There is no significant relationship between creativity and teacher effectiveness of prospective teachers in relation to

type of college" is rejected. This implies that there is a significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of prospective teachers in relation to type of college.

From the same table it can be seen that the obtained coefficient of correlation between Creativity (CR) & Teacher Effectiveness (TE) of total male, granted male and non-granted male prospective teachers are -0.085, -0.152 & 0.06 respectively which are not significant. Therefore the hypothesis, "There is no significant relationship between creativity and teacher effectiveness of male prospective teachers" is accepted. This implies that there is no significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of male prospective teachers.

From the same table it can be seen that the obtained coefficient of correlation between Creativity (CR) & Teacher Effectiveness (TE) of total

female, granted female and non-granted female prospective teachers are 0.33, 0.28 & 0.393 respectively which are significant. Therefore the hypothesis, "There is no significant relationship between creativity and teacher effectiveness of female prospective teachers" is rejected. This implies that there is a significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of female prospective teachers.

FINDINGS AND DISCUSSION

On the basis of analysis and interpretation of data, the following findings are drawn.

1. The creativity among prospective teachers is at low level.
2. The teacher effectiveness among prospective teachers is at low level.
3. There is a significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of prospective teachers in relation to type of college.
4. There is no significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of male prospective teachers.
5. There is a significant relationship between Creativity (CR) & Teacher Effectiveness (TE) of female prospective teachers.

The findings clearly show that there is a significant relationship between creativity & teacher effectiveness among prospective teachers in relation to type of college & gender. The level of creativity among prospective teachers is low. This impacted on their teacher effectiveness. Teacher has to play various roles. They needed competencies in their roles and functions such as planning and preparation of teaching, classroom management, subject knowledge, emotional control, moral values, interpersonal relationship, communication etc. in performing these activities newness is required. "Winner do not do different things, they do things differently". Same thing is true in teacher effectiveness. Teacher has to do his task innovative ways. The creativity among prospective teachers should be enhanced. Creativity can be analyzed for its elements which may then provide a basis for exploring the kinds of experiences that might assist prospective teachers in learning to use creative approaches to their work in the classroom, school and community. Every teacher education institution/ college should organize pre-service program which will be contribute to their development of teachers who will begin their professional work in the field of with a desire & some ability to teacher creativity.

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CONTRIBUTION AND STRENGTHENING OF WOMEN ENTREPRENEURS IN THE MODERN INDIA

7

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INTRODUCTION

Women's empowerment has become a significant topic of discussion in the recent years. Women form a nation's significant human resource. Women's economic empowerment refers to the ability for women to enjoy their rights to control and benefit from resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and wellbeing. They should be used as instruments for the growth and development of economy of each and every state. Gender-sensitivity is required in developing production technologies for off-farm enterprises. An improved weaving device in India that required eight hours operation a day to make it profitable was rejected by women who only had two to four hours to spare for this particular activity (Carr, 1991).

Care must be taken in innovating with production technologies so that improved techniques really mean improved benefits for women.

Technological attempts to improve productivity in poultry have effectively removed women from poultry businesses in many countries as men were better able to profit from the innovation (Acharya, 1981). Women's economic empowerment refers to a process by which women expand their ability to succeed and advance economically, and where they have the power to make and act on strategic life decisions in a context where this power was previously denied to them. Many agencies work hard to improve the ability of market systems and other inclusive economic development practitioners to facilitate inclusive, empowering and sustainable services to women across the globe.

GROWTH OF WOMEN ENTREPRENEURS AT THE GLOBAL LEVEL

The acceleration of economic growth requires an increased supply of women entrepreneurs (Shah, 2012). The field of entrepreneurship has recently gained a vast popularity over

the whole world. The rate of women becoming entrepreneurs is high when compared to men. The faster growing groups of women in United States are women entrepreneurs. In accordance with US International Revenue Service (IRS), Beauty parlors, dry cleaning shops, photographic studios, textile mills, trucking firms, highway and construction firms and such other dozens of business are owned by women. Women own 38 percent of small business in North America. It is calculated that the women owned enterprises growth rate in some of the developing countries is higher when compared to the developed countries.

Attention of international as well as national bodies has been attracted in recent years by the problems of women in economic field. The period 1978-

1985 has been declared as “Decade for Women” the UNO. In November 1978, the UNIDO Preparatory Meeting on the role of women in industrialization in developing countries was held at Vienna. Various constraints which stand in path of effective participation of women in the industrialization of developing countries have been identified by it. At its 20th Plenary Meeting held on July 30 in 1980 at Copenhagen, Denmark, the World Conference of the United Nations Decade for Women decided on a programme of action aiming at promoting equal and complete opportunities and treatment of women in employment, equality in remuneration for work of equal value and equal education and training opportunities for women in both rural and urban areas.

Table 1

Women Work Participation in Global Level

Country	Percentage
India	31.6
USA	45
UK	43
Indonesia	40
Sri Lanka	45
Brazil	35

According to Shanta (2013), among the countries, USA, Sri Lanka stand in the first position in 45 percent, U.K in

the second place and Indonesia in the third place and Brazil in the fourth place. India is in the last place among

the countries shown in the table. It can be seen that the growth of women entrepreneurs in India is not better than other countries.

GROWTH OF WOMEN ENTREPRENEURS IN INDIA

Women entrepreneurs in India comprise a small proportion of the total entrepreneurs. The emergence of women entrepreneurs has been

hampered by attitudinal constraints, social traditions and kinship system. Due to the lack of technical knowledge and little competition from men, Indian women have contributed for the most part to household industries. The spread of education and growing awareness among women have motivated women to enter the fields of engineering, electronics, energy and such other industries.

Table 2

Numbers of Women Entrepreneurs Registered in India

Women Entrepreneurship States	No. of Units Registered	Rank	No. of Women Entrepreneurs	Rank	Percentage
Tamil Nadu	9,618	1	2,930	2	30.36
Uttar Pradesh	7,980	2	3,180	1	39.84
Kerala	5,487	3	2,135	3	38.91
Punjab	4,791	4	1,618	4	33.77
Maharashtra	4,339	5	1,394	6	32.12
Gujarat	3,872	6	1,538	5	39.72
Karnataka	3,822	7	1,026	7	26.84
Madhya Pradesh	2,967	8	842	8	28.38
Other States and UTs	14,576	9	4,185	9	28.71

Source: Report of MSMEs, 12th Five year plan (2012-2017).

The growth of women entrepreneurs in the country has been accelerated by several government agencies and voluntary organization like Mahilamandals and so on. Indian women have become more career-minded, economically independent and more achievement-oriented. They

would like to widen their scope of work and taste the fruit of achievement. But, now, the scenario is changing fast with modernisation, urbanisation and development of education and business. Thus, the opportunities of employment for women have increased drastically.

Past and recent experiences of failures of micro businesses and non-performance of enterprises have underscored the importance of entrepreneurial competence. Half of the world's population cannot be ignored: women can make an important contribution to business creation (Shah, 2012). Although the percentage of women entrepreneurs in the South Asian region is less than 13% (Singer et al., 2014), they own 37% of all businesses the world over and generate \$29–36 billion USD through businesses in South Asian region alone (Vander Brug, 2013)

WOMEN ECONOMIC EMPOWERMENT PROGRAMS IN KERALA

Kerala State becomes a model for the development of women entrepreneurs in India. The number of Industrial units runs by women entrepreneurs in Kerala in 1975-76 was 73. It increased to 4, 190 industrial Units in 1993-94. The women entrepreneurs in Kerala occupy a top position in all industries from readymade garments to high tech computers. The women entrepreneurs in Kerala are at the age group between 36 and 46 years. Special assistance programme for women entrepreneurs to provide managerial grant and various subsidiaries has been formulated by the government of Karnataka. Assistance to skilled and trained women entrepreneurs under various schemes to women

entrepreneurs has been extended by financial corporation in Rajasthan and the Government effort like Mahila Mandal, STEP (Support of Training and Employment Programmes), Training cum production centre, RMK (Rashtriya Mahila Kosh), TRYSEM (Training of Rural Youth for Self Employment), DWCRA (Development of Women and Children in Rural Areas) and etc. lend support to women entrepreneurs.

MANAGERIAL SKILLS AMONG WOMEN

There are certain managerial skills which women are good at but are not conscious of their own skills which are present in all women.

1. **Purchasing & Negotiating skills:** All housewives do this day in and day out when they go to make domestic purchases, they beautifully negotiate the price with sabjiwala or saree seller.
2. **Finance & Accounting skills:** All housewives have been managing their home within a budget. They even save out of the domestic spending and keep it for a rainy day without the knowledge of the husband and rather pleasantly surprise them with the unexpected help when he is in need. Women are the prime movers when it comes to raising fund for the daughter's marriage or even buying of a house for the family. They subtly put pressure on the husband to keep

aside money for these ventures. They also take up part time jobs like tutions at home and raise “Large Sums” through “Small Savings” for this family projects. This is nothing but “Treasury Management”.

3. **Project Management:** If you consider the daughter’s marriage as a project, women have been excellently managing this project balancing innumerable events that go into Indian marriage.

STRENGTHENING WOMEN ENTREPRENEURSHIP DEVELOPMENT PROGRAMS

If women entrepreneurship development programs are important for human resource development by enlarging the number of enterprises, there should be a stronger commitment to the programs and more systematic planning. In India, such programs have been made an integral part of industrial development during the government’s Five-Year Plans. They serve a variety of important objectives for self employment, development of rural and under-developed areas, and benefiting less privileged groups, including women. This section identifies many areas where women entrepreneurship development programs can be strengthened.

1. ***Enhancing institutional and financial support***

It is important that women entrepreneurship development

programs to foster the creation of manufacturing or service microenterprises be supported by more than just the government; support from key banking and financial institutions and other assistance agencies is required by women entrepreneurs. It is advisable that program budgets could be shared by these agencies. When women have economic empowerment, it is a way for others to see them as equal members of society. Through this, they achieve more self-respect and confidence by their contributions to their communities. Simply including women as a part of a community can have sweeping positive effects.

2. ***Inheritance of land***

Land rights offer a key way to economically empower women, giving them the confidence they need to tackle gender inequalities. Often, women in developing nations and underdeveloped are legally restricted from their land on the sole basis of gender. Having a right to their land gives women a sort of bargaining power that they wouldn’t normally have; in turn, they gain the ability to assert themselves in various aspects of their life, both in and outside of the home.

3. *Building up the support infrastructure*

At an organizational level, it is essential that women entrepreneurship development is taken up by more specialized organizations that have a stronger commitment to this activity. A different culture is required to promote, motivate and develop sustainable infrastructure for fostering women entrepreneurship. A band of dedicated trainer-motivators are key to this program.

In India, with a basic initiative from ICECD and support from a number of financial organizations in many other countries such as Sri Lanka, Pakistan, Bangladesh, Nepal, Philippines and Thailand, these organizations have so far helped women launch many enterprises, but there is much work left to be done. Women from Indonesia, Sri Lanka, Malaysia and India have highlighted the need for capacity-building support; they have also identified the need for basic skills in book keeping and accounting as well as assistance in removing other such constraints that prevent them from taking advantage of available opportunities (Shah, 2013).

4. *Right to Participate in the Political Activities*

Political participation, be it the ability voice opinions, or the ability

to run for office with a fair chance of being elected, plays a huge role in the empowerment of women. However, participation is not limited to the realm of politics. It can include participation in higher education, in the workplace, and the ability to make choices for oneself. The freedom of making a choice for oneself is key to women's empowerment and women's liberation.

5. *Enlarging the cadre of trainer-motivators-technical training*

It is a strategic weakness in women entrepreneurship development efforts that a large number of programs focus only on technical training. Usually, organizations provide marketing for the women entrepreneurs and make them only wage-earning beneficiaries. There is a need to select and groom new trainer-motivators to provide a broad spectrum of support to help women entrepreneurs start and grow microenterprises throughout India.

6. *The role of education*

Improving education for women helps raise their levels of health and nutrition and reduces fertility rates. Education increases people's self-confidence and enables them to find better jobs, engage in public debate and make demands. Education

helps to prevent and contain disease and is an essential element of efforts to reduce malnutrition.

7. *Internet and Blogging*

The advent of Internet is one single technology which has really revolutionised the ways of doing business. They are also denied equitable access to information, technical know-how, extension programs, training, marketing assistance, credit and a general opening up of their horizon. As described in a survey report published by the United Nations Conference on Trade and Development (UNCTAD, 2013), “...due to their difficulty in dealing with the life puzzle originated by the need of taking care of family and business at the same time, women entrepreneurs are considered to have relatively lesser experience in terms of handling external business contacts for innovation. However, such difficulties have also enabled women to embrace the opportunities provided by Information and Communications Technologies (ICTs) to create marketing channels, collect customer information and improve efficiencies in their business processes”. A report to the United Nations Economic and Social Commission for Asia and the Pacific

by Shah (2013), 81% of women in India use ICT for communication and networking purposes.

8. *E-learning*

With the easy accessibility and affordability of e-learning (electronic learning), women can now study, learn and do business, from the comfort of their homes. By empowering themselves educationally through new technologies like e-learning, women are also learning new skills that will come in handy in today's advancing globalized world.

9. *Identifying opportunities*

One of the more urgent needs is to identify a variety of tiny, micro and small-scale project opportunities that the women entrepreneurs can take up. This is necessitated by the fact that new women entrepreneurs in the region - due to their limited educational background, vision and capabilities - need the help of support organizations to identify opportunities.

10. *Training and counselling*

Training manuals, training materials, audio-visual aids, etc. have been developed by many organizations, especially by ICECD over last 27 years. It should be the task of country-level trainers to translate available training material

to suit the requirement of the region. Adequate funding will have to be ensured for this work.

11. *Fostering an entrepreneurial culture and environment*

To ensure a future supply of entrepreneurs, an entrepreneurial culture and spirit should be encouraged in families from early childhood. Further, the overall environment, especially the policies, schemes of assistance and their implementation, must induce and encourage women entrepreneurship. Once we create the first generation of women entrepreneurs, the business environment will change and the entrepreneurial thinking will exist in families and a new generation of children will begin thinking along these lines. This pattern was evident in the case of entrepreneur Smita Jani, who became a successful technology entrepreneur manufacturing multimeters and inspired her son to open his own enterprise in mobile phone repair (Shah, 2013).

Challenges faced by women

Entrepreneurs

1. *Lack of Confidence*

Across the globe, the most chronic problems identified by researchers are women's lack of confidence and difficulties in acquiring

entrepreneurial skills (Shah, 1996). Forced to work within a restricted ecosystem, aspiring women entrepreneurs living in rural areas become less confident. They also dependent on middlemen and other agencies, especially if markets are beyond their reach (Shah, 2012).

2. *Economic Sustainability of Women-Led Microenterprises*

Another area of concern is the issue of economic sustainability of women-led microenterprises. In the specific context of enhancing the economic position of women, microenterprises refer to income-generating projects that women undertake to advance their own and their families' economic well-being. The enterprises can be classified into two categories: on farm and off-farm (ICECD, 1999). For rural women living in poverty in India, the situation is even grimmer, because it is often exacerbated by exploitation. Because of family responsibilities, certain social customs, values and practices in some societies and because of male dominance, women in India often lack exposure to the outside world. For the success of microenterprises, especially in manufacturing, development efforts have come to depend more on the person behind the project, the women owner/manager and the

entrepreneur. Failures in making significant breakthrough in rural and underdeveloped areas have generally been due to a lack of local women entrepreneurs (Shah, 2013).

3. *Cultural Beliefs*

Many of the barriers to women's empowerment face are the cultural norms. Many women feel these pressures in their workplace and home, while others have become accustomed to being treated inferior to men. Even if men, legislators, NGOs, etc. are aware of the benefits women's empowerment and participation can have, many are scared of disrupting the status quo and continue to let societal norms get in the way of development. However, despite attempts to bring out the entrepreneurial capabilities of women, there are substantial challenges that inhibit their capabilities to perform, including issues relating to gender or cultural acceptance (Singer et al., 2014)

4. *Internet and Social net-working sites*

Research shows that the increasing access to the internet can also result in an increased exploitation of women in different ways. Personal information on websites has put some women's personal safety at risk. In 2010, Halt Online Abuse stated that 73% of women were victimized through such sites.

Types of victimization include cyber stalking, harassment, online pornography, and flaming and others.

5. *Sexual harassment*

Sexual harassment in particular is a large barrier for women in the workplace. It appears in almost all industries, especially in business, trade, banking and finance, sales and marketing, hospitality, civil service and education. According to the International Labour Organisation (ILO), sexual harassment is a clear form of gender discrimination based on sex, a manifestation of unequal power relations between men and women. Furthermore, the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is urging for increased measures of protection for women against sexual harassment and violence in the workplace.

6. *Unequal Pay for women in the unorganized areas and Financial constraints*

Unequal pay for women especially in the unorganized structure where women are paid less than men are for performing the same job is a challenge. When taking the median earnings of men and women who worked full-time, year-round, government data from 2014

showed that women made only two third of a man earned. The average earnings for working mothers came out to even less—\$0.71 for every dollar a father made, according to a 2014 study conducted by the National Partnership for Women and Children. In India, Pakistan, Bangladesh, and Sri Lanka, many rural and agricultural women face substantial problems accessing credit for the purpose of starting up or running day-to-day businesses. (Llanto *et al.*, 1991; Bourqia *et al.*, 1991).

7. Lack of good training

An urgent need, good training is needed to develop good women entrepreneurs. Part of the problem is really of attitudes, which are built on regulatory roles rather than developmental roles.

8. Family Obligations

Women's family obligations also bar them from becoming successful entrepreneurs in both developed and developing nations. The financial institutions discourage women entrepreneurs on the belief that they can at any time leave their business and become housewives again. The result is that they are forced to rely on their own savings, and loan from relatives and family friends. Married women have to make a fine balance between

business and home. More over the business success is depends on the support the family members extended to women in the business process and management. The interest of the family members is a determinant factor in the realization of women folk business aspirations.

9. Low-level management skills

Another argument is that women entrepreneurs have low-level management skills. They have to depend on office staffs and intermediaries, to get things done, especially, the marketing and sales side of business. Here there is more probability for business fallacies like the intermediaries take major part of the surplus or profit. Marketing means mobility and confidence in dealing with the external world, both of which women have been discouraged from developing by social conditioning.

10. Knowledge of latest technology

Knowledge of latest technological changes, know how and education level of the person are significant factor that affect business. The literacy rate of women in India is found at low level compared to male population.

11. Low-level risk taking attitude

Low-level risk taking attitude is another factor affecting women folk

decision to get into business. Low-level education provides low-level self-confidence and self-reliance to the women folk to engage in business, which is continuous risk taking and strategic decision making profession. Investing money, maintaining the operations and ploughing back money for surplus generation requires high risk taking attitude, courage and confidence.

CONCLUSION

The position of women entrepreneurs reminds us the fact that motivated people with right mental attitude and expert skills cannot be acquired so easily. Many barriers make it difficult for women to advance in their workplace or receive fair compensation for the work they provide. Women entrepreneurship development

programs, when successfully implemented, help us provide good women entrepreneurs. On the whole, women entrepreneurship development programs help enterprises to graduate from being basic income-generating projects to sustainable businesses at preservation levels, and then gradually to enterprises that are focused on growth and raise expectations for economic development and the alleviation of poverty in developing nations. In conclusion, it can be said that, although some successful strategies have been evolved, much still has to be done in the effort to alleviate poverty by developing women entrepreneurs in the developing countries especially in India. However, despite attempts to bring out the entrepreneurial capabilities of women, there are many substantial challenges that inhibit their capabilities to perform.

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