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EDITORIAL

The new millennium has been characterized by unprecedented break-through in knowledge and technology. Twenty first century challenges have called for new paradigms in all spheres of education. Teacher Education in particular, continues to play a pivotal role in ensuring national survival and growth with the RTE Act in force. Significant changes are needed to prepare a new generation of teachers equipped with knowledge, skills and values to help culturally different and disadvantaged students to learn, to reduce conflicts peacefully, to respect each other's dignity and culture and to become socially responsible citizens. Teachers are found to be at different levels of personal, professional and psychological development. Hence, challenging teacher education programs should support them in cultivating their teaching and identities.

This volume contains reflective and research articles of teacher educators and research scholars on various trend based themes in Teacher Education. Dr. Nithilla and Ms. Jesintha in their study on Teacher Educators' Perception about student teachers Feedback assert that teacher evaluation is necessary to improve the quality of instruction. Sr. Catherine has attempted to find out the level of values and emotional intelligence among school students. Fr. Dr. S. Amaladoss Xavier and Ms. D. Vanitha emphasise in their study on the need to foster home-school partnership to enhance the student's achievement and to make the school environment child friendly. Dr. Kaliasammal examines the mental health of higher secondary students in relation to their family environment. Mrs. R. Portia has constructed and validated an instrument for identifying stress coping strategies of school teachers in such a way that it will give a measure of their adoption of the coping strategies. The article on 'Modern curricular agenda for to morrows' ECCE by Mr. K. Thiagu explores the modern curricular system for future ECCE (Early childhood Care and Education)

All the articles are directed on enhancing the quality ethos of education mainly through the professional development of teachers. May they enable the readers to be inspired, to sustain and enhance their professional development.

I acknowledge the goodwill and services of the contributors in their attempt to boost quality at all levels of education. Wishing all the readers a prolific reading.

Dr. J.E. Vallabi, Associate Editor.

Research Article

Teacher Educators' Perception about Student-teachers' Feed Back**Dr. (Mrs).Nithila Devakarunyam**Assistant Professor of Physical Science
St. Christopher's College of Education,
Chennai**Miss. Jesintha Mary. C**Assistant Professor of Commerce
St. Christopher's College of Education,
Chennai**Abstract**

Quality of any educational programme depends on the quality of teachers. Teachers could be trained well during the pre-service teacher education courses only if the teacher educators are effective teachers. If teacher educators receive feedback from student teachers about their strengths and weaknesses, it will be helpful for them to improve their professional competence. The present study aims to measure Teacher educators' perception towards student teachers' feedback by applying a tool developed by the researchers. An advocated procedure has been used to develop and validate the tool. Data has been collected from 100 teacher educators in Chennai city. The findings of the study demonstrate that teacher educators differ significantly in their perception towards student-teachers' feedback with respect to Gender and the type of management in which they work and they do not differ significantly in their perception towards student-teachers' feedback with respect to their Age group, Teaching experience and educational qualification. Managerial implications and directions for improvement have also been discussed.

Keywords: Teacher Educators, Student Teachers, Feedback, Perception, Professional Competence, Pre-service Teacher Education, Tool Development, Validation, Gender Differences, Management Type

INTRODUCTION

Teacher evaluation is a complex process. It is a series of activities and actions that are interconnected and relate to a specific purpose. Student evaluation of teacher performance, or student ratings, is one of the most controversial techniques used to identify teacher effectiveness. The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students.

Purposes of Teacher Evaluation

- ❖ To improve the instruction by fostering self-development and peer assistance.
- ❖ To protect students from incompetent teachers by bringing structured assistance to marginal teachers.
- ❖ To identify and rate Staff development activities.
- ❖ To provide a communication link between the educational system and teachers.
- ❖ To validate the selection process.
- ❖ To enhance personnel decisions such as retention, transfer, promotion, demotion, and dismissal.

Arguments In Support of Student Ratings

- ❖ Students are the real critics of their teachers and they are capable of differentiating the desirable and undesirable behaviour of their teachers in class room situation.
- ❖ Students are the main source of information about the learning environment, including Teachers' ability to motivate students for continued learning, rapport or degree of communication between instructors and students.
- ❖ Students are the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks and homework.
- ❖ Student ratings encourage communication between students and their instructor. This communication may lead to the kind of student and instructor involvement in the teaching- learning process that can raise the level of instruction.
- ❖ Student ratings of particular instructors and courses can be used by other students to select courses and instructors, and may increase the chances that excellence in instruction will be recognized and rewarded.
- ❖ Students can observe and rate facts (i.e. an instructor's punctuality, the legibility of writing on the board) that are relevant to competent teaching.

Arguments against Student Ratings

- ❖ Students lack the maturity and expertise to make judgments about course content or instructor style.
- ❖ Student ratings are measures of popularity rather than of ability.
- ❖ Student ratings are both unreliable and invalid.

- ❖ Other variables (such as grades received from the instructor, class size, or whether the course was required or elected) affect student ratings.

NEED FOR THE STUDY

Quality of any educational programme depends on the quality of teachers. The destiny of any country is being shaped in class rooms. Hence the development of the country depends on the quality of teachers. Teacher educators are teaching teachers. Teachers could be trained well during the pre-service teacher education courses only if the teacher educators are effective teachers. Teacher education programmes are now being criticized for their poor quality. If teacher educators receive feedback from student teachers regarding their strengths and weaknesses, it would be helpful for them to improve the quality of the programme. Student teachers can easily give feedback regarding content coverage, organization, rapport, help in removal of difficulties, clarity of presentation, interaction with students, evaluation procedures used etc. Since student teachers are familiar with both content and pedagogy, they can give effective feedback. Even though getting feedback from student has many advantages, many teachers are not comfortable with it. Hence it is very essential to find out the perception of teacher educators regarding student teachers' feedback.

OBJECTIVES OF THE STUDY

The objectives of the study were

- ❖ To find out the perception of Teacher educators regarding Student-teachers' feedback.
- ❖ To find out whether there is any significant difference in Teacher educators' perception about Student- teachers' feedback with respect to the Type of college in which they work.
- ❖ To find out whether there is any significant difference between Male and Female Teacher educators in their perception about student- teachers' feedback.
- ❖ To find out whether there is any significant difference in Teacher educators' perception about Student- teachers' feedback with respect to their Age group.
- ❖ To find out whether there is any significant difference in Teacher educators' perception about Student- teachers' feedback with respect to their Teaching experience.
- ❖ To find out whether there is any significant difference in Teacher educators' perception about Student- teachers' feedback with respect to their Educational Qualification.

HYPOTHESES

The hypotheses formulated were

- ❖ There is no significant difference in Teacher educators' perception about Student-teachers' feedback with respect to the Type of college in which they work.
- ❖ There is no significant difference in Teacher educators' perception about Student-teachers' feedback with respect to their Gender.
- ❖ There is no significant difference in Teacher educators' perception about Student-teachers' feedback with respect to their Age group.
- ❖ There is no significant difference in Teacher educators' perception about Student-teachers' feedback with respect to their Teaching experience.
- ❖ There is no significant difference in Teacher educators' perception about Student-teachers' feedback with respect to their Educational Qualification.

RESEARCH DESIGN

A survey was conducted to find out the perception of teacher educators about getting feedback from student-teachers.

TOOL

A perception scale to find the perception of Teacher educators about getting feedback from student teachers was prepared. The tool was a five point scale and it consisted of 24 items. Out of 24 items 14 were positive and 10 were negative. The teacher educators had to indicate their perception by putting tick mark against the five options given namely- Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

The tool was given to experts in the field of education to check its validity. The suggestions given by them were incorporated. The reliability coefficient of the tool was found to be 0.856. This showed that the tool was a reliable one.

SAMPLE

The sample of the study consisted of 100 teacher educators. The sample description is given in the following table:

Table No. 1 Sample Description

	Groups	Frequency
Type of Institution	Govt. & Aided	55
	Self-finance	45

Gender	Male	52
	Female	48
Age	up to 35 yrs	31
	36 - 45 yrs	38
	> 45 yrs	31
Teaching Experience	Up to 5 yrs.	36
	6 - 10 yrs	32
	> 10 yrs	32
Educational Qualification	M.Ed.	30
	M.Phil.	34
	Ph.D.	36

ANALYSIS AND INTERPRETATION

Table No. 2 Mean and Standard Deviation of the Sample

Sample Size	Mean	S.D
100	80.9	9.15

Table No. 3 Mean and Standard Deviation of the Sub Groups

Sub Group	N	Mean	S.D
Type of Institution			
Govt. & Aided	55	82.27	11.48
Self-finance	45	84.88	6.49
Gender			
Male	52	80.55	5.42
Female	48	85.72	11.02
Age			
up to 35 yrs	38	81.50	6.30
36 - 45 yrs	31	86.26	7.84
> 45yrs	38	82.76	12.45
Teaching Experience			
Upto 5 yrs	36	85.03	8.26
6 - 10 yrs	32	81.55	8.41
> 10yrs	32	84.14	10.96
Educational Qualification			
M.Ed	30	83.45	8.46
M.Phil	34	83.53	7.39
Ph.D	36	83.67	12.15

Table No. 4 t-test for teacher-educators perception about student-teachers feedback based on the type of management in which they work

Type of Management	N	Mean Max:120	S.D	t-value	p-value	Level of significance
Govt. & Aided	55	78.98	10.38	2.53	0.01	0.05
Self-Finance	45	83.33	6.64			

Interpretation

Since p-value (0.01) is less than 0.05, the null hypothesis is not accepted and it is concluded that Teacher-educators differ significantly in their perception about student-teachers' feedback with respect to the type of management in which they work. The mean score of Self-Financing College Teachers is higher than Government Teachers.

Hypothesis - 2

Table No. 5 t-test to find teacher-educators' perception about student-teachers' feedback based on their Gender

Gender	N	Mean Max:120	S.D	t-value	p-value	Level of significance
Male	52	78.80	7.82	2.47	0.01	0.05
Female	48	83.25	9.91			

Interpretation

Since p-value (0.00) is less than 0.05, the null hypothesis is not accepted and it is concluded that Teacher-educators differ significantly in their perception about Student-teachers' feedback with respect to their Gender. The mean score of female Teacher-educators is comparatively higher than the mean score of male Teacher-educators.

Hypothesis - 3

Table No. 6 F-test to find teacher-educators' perception about student teachers' feedback based on their Age

Source of Variation	SS	df	MS	F-value	p-value	Level of significance
Between Groups	169.22	2.00	84.61	1.00	0.36	0.05
Within Groups	8129.77	97	83.81			

Total	8298.77	99				
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Interpretation

Since p-value (0.75) is higher than 0.05, the null hypothesis is accepted and it is concluded that Teacher-educators do not differ significantly in their perception about student-teachers' feedback with respect to their Teaching experience.

Hypothesis - 4

Table No. 7 F-test for teacher-educators perception about student teachers' feedback based on their Teaching experience

Source of Variation	SS	df	MS	F-value	p-value	Level of significance
Between Groups	169.22	2.00	23.94	0.28	0.75	0.05
Within Groups	8191.74	97	84.45			
Total	8239.63	99				

Interpretation

Since p-value (0.75) is higher than 0.05, the null hypothesis is accepted and it is concluded that Teacher-educators do not differ significantly in their perception about student-teachers' feedback with respect to their Teaching experience.

Hypothesis - 5

Table No. 8 F-test for teacher-educators perception about student teachers' feedback based on their Educational Qualification

Source of Variation	SS	df	MS	F-value	p-value	Level of significance
Between Groups	343.8	2.00	171.74	2.10	0.12	0.05
Within Groups	7896.15	97	81.40			
Total	8239.63	99				

Interpretation

Since p-value (0.12) is higher than 0.05, the null hypothesis is accepted and it is concluded that Teacher-educators do not differ significantly in their perception about student-teachers' feedback with respect to their educational qualification.

Table No. 9 Teacher Educators' Perception about Student-teacher's feedback

S.No	STATEMENTS	SA	A	UD	DA	SDA
		%				
1	Student-teachers have the ability to assess the professional competence of their teachers.	17	61	13	9	0
2	Only student-teachers are the right people to assess the teaching efficiency of their teachers.	21	53	11	22	3
3	As student-teachers spend their precious time and money on education, they have the right to evaluate the efficiency of their teachers.	9	42	14	28	7
4	Student-teachers being the consumers, have the right to evaluate their teachers.	5	49	16	21	9
5	Student-teachers can evaluate their teachers objectively.	3	50	22	20	5
6	Some teachers will give their best only if their classroom teaching is evaluated by student-teachers.	22	36	20	31	11
7	Student-teachers' feedback would help the teachers to identify their strengths and weaknesses.	10	75	9	6	0
8	Student-teachers will develop a sense of responsibility if they were asked to evaluate teachers.	8	56	21	15	0
9	To check the deteriorating quality of teacher education programmes student-teachers must be allowed to evaluate their teachers.	6	54	25	15	0
10	Student-teachers are not matured enough to assess their teachers' competence.	7	50	9	32	2
11	Teachers will lose their self-confidence if they were evaluated by student- teachers.	9	63	18	10	0
12	Student-teachers' feedback may not be always reliable.	3	33	12	38	14

13	Teachers may indirectly try to please the student-teachers to get a positive feedback.	8	35	21	30	6
14	Popularity and attractiveness of the teachers will influence student-teachers' evaluation	1	34	9	45	11
15	Less demanding teachers will be rated high.	” .)	34	26	27	10
16	Teachers who give more marks will be rated high.	6	39	19	25	11
17	Factors like caste, religion, regional affinity etc., will affect student-teachers' assessment.	12	40	8	33	7
18	College management may give undue pressure on teachers who get low rating.	5	22	25	40	8
19	Teachers who get high rating may try to dominate others.	2	42	24	25	7
20	Since student-teachers are the future teachers they should be trained to assess the performance of their teachers.	21	62)	10	4
21	Quality focused appropriate device must be used to collect feedback about teachers' professional competence.	26	58	10	3	„)
22	Teachers can enrich their professional competence based on student-teachers' feedback.	21	61	4	10	4
23	Management must ensure suitable mechanism to collect feedback and keep it confidential.	22	67	0	9	2
24	Student-teachers' feedback will be helpful to create conducive organizational climate.	26	55	9	9	9

FINDINGS

- ❖ Teacher-educators differ significantly in their perception about student-teachers' feedback with respect to the Type of management in which they work.
- ❖ Teacher-educators differ significantly in their perception about Student-teachers' feedback with respect to their Gender.
- ❖ Teacher-educators do not differ significantly in their perception about student-teachers' feedback with respect to their Age.

- ❖ Teacher-educators do not differ significantly in their perception about student-teachers feedback with respect to their Teaching experience.
- ❖ Teacher-educators do not differ significantly in their perception about student-teachers feedback with respect to their Educational qualification.

SUGGESTIONS

Table No.8 shows that 89% of the teacher educators have said that Management must ensure suitable mechanism to collect feedback and keep it confidential.

Although student ratings are an important source of data for the evaluation of teaching merit they should not be the only source. Similarly, student ratings form an essential part of the data for the evaluation of courses, workshops, degree programs, etc., but they cannot carry the entire burden. It is essential to look at the data relating to other dimensions of merit such as needs, demand, opportunities for symbiosis, content, and costs, and estimate their relative importance. Student ratings must be considered very carefully in the context in which they are given. The educational administrator interested in the improvement of instruction--whether by improving courses themselves, or the performance or the composition of the faculty--and instructors and students with the same interest will benefit from the use of a sound system of student ratings.

EFFECTIVE TEACHER EVALUATIONS

A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel on how to make changes in their classrooms. To achieve these goals, evaluators must first set specific procedures and standards.

- ❖ relate to important teaching skills,
- ❖ be as objective as possible,
- ❖ be clearly communicated to the teacher before the evaluation begins and be reviewed after the evaluation is over, and be linked to the teacher's professional development.

REPORTING THE RESULTS OF THE EVALUATION

Evaluators must remember to:

- ❖ deliver the feedback in a positive and considerate way
- ❖ offer ideas and suggest changes that make sense to the teacher

- ❖ maintain a level of formality necessary to achieve the goals of the evaluation
- ❖ provide constructive criticism and suggestions to improve weak areas and amplify strengths
- ❖ maintain a balance between praise and criticism and
- ❖ give enough feedback to be useful but not so much that the teacher is overwhelmed.

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Research Article

A Study on Values and Emotional Intelligence among IX Standard Students**Sr. Catherine,**

Associate Professor,

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Tiruchirapalli

Abstract

In the present study the investigator has attempted to find out the values and emotional intelligence among the IX standard students at Truchirappalli District, is based on the Valm orientation scale by Udai parak and T.venkateshwara Rao, and Emotional intelligence test b) Anukoel Hydes and Sanjayat pethe. The sample for the study consists of 450 students and data: obtained was subjected to descriptive, correlation and differential analysis. The finding reveals that the students' values and emotional intelligence differed in terms of gender, types of schools and socio-economic status.

Keywords: Values, Emotional Intelligence, IX Standard Students, Gender Differences, School Type, Socio-Economic Status, Correlation Analysis, Differential Analysis, Trichy District

INTRODUCTION

School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides conducive environment for development of cognitive, affective and psychomotor abilities for all round development of individuals. Perhaps the importance of the interface between cognition, emotion, and action may be appreciated better by recalling the balance that has to be maintained between head, heart and hand. Today the problem with education is the pervasive emphasis on cognition and the neglect of the emotional state of the learners. There is a need to recognize the interface between cognition and emotion.

Therefore, education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom.

There are four pillars of Learning i.e. "Learning to know, Learning to do, Learning to be and Learning to live together, as mentioned in UNESCO's historic report of the international commission on education in the 21st century" the last two pillars clearly indicate the importance of emotional aspects that need to be strengthened among students through suitable learning strategies.

Many early psychologists began their study of intelligence by directing their attention to cognitive aspects, such as memory and problem solving. "Emotional Intelligence is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding".

It was in the mid-nineties that the term Emotional intelligence took the business world by a storm. And it was Daniel Goleman who popularized it through his research on Emotional Intelligence (EI). It is said that IQ alone is no more the measure for success, and luck account for the rest.(Golmesm,1995). It was also found that whereas people with high IQ were real flops in real life, in their families or in the community, people with high EI have proved themselves successful in these areas.

SIGNIFICANCE OF THE STUDY

Students experience more stress before and during their examination. It is presumed that Students who are emotionally intelligent can successfully manage the stressful situation, so teaching emotional and social skills is very important at school.

There is a great need for persons in handling emotions and settling disagreements peacefully. There arises the need to have higher emotional intelligence among students, so that a delicate balance is achieved between cognition and emotion.

"Emotional intelligence is helping to focus on what it means to be complete human beings."-Maurice Elias, EQ today, 1999. The recent research has concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are more predictive of academic and career success than IQ test and other measures of scholastic aptitude and achievement (Nelson and Low,2003; Gardner 1983, 1993, 1997; goleman,1995,1997.)

Proactive and systemic programmed for identifying and developing the emotional intelligence skills important to students' personal well- being. Emotionally intelligent adults make better decisions, they use their emotions as a source of energy and direction, they are

more effective at solving problems, they collaborate better, they are more effective leaders, better life partners, more conscious parents ,less depressed, but more awareness of comfortable and uncomfortable feelings. (Josh Freedman, 2002)

Developing one's emotional intelligence has a lifelong impact in the individual. It helps us to understand why we react and respond to certain events and realities of life.

OBJECTIVES OF THE STUDY

- ❖ To find out the significant difference if any in the emotional intelligence with respect to gender.
- ❖ To find out the significant difference if any in the emotional intelligence with respect to Socio economic status.
- ❖ To find out the association between emotional intelligence and type of Schools.
- ❖ To find out the relationship between emotional intelligence and values.

HYPOTHESES OF THE STUDY

- ❖ There is no significant difference in the emotional intelligence mean score with respect to gender.
- ❖ There is no significant difference in the emotional intelligence mean score with respect to Socio- economic status.
- ❖ There is no significant association between emotional intelligence and type of schools
- ❖ There is no significant relationship between emotional Intelligence and values among students.

METHODOLOGY IN BRIEF

The investigator has adopted Normative Survey Method for the present study. "the normative survey method is concerned with the condition or relationship that exists, practices that prevail, views or attitudes that are held, processes that are going on and the effects that are being felt or trends that are developing" (John WBest 1968).

The study was conducted on sample of 450, Nineth standard students studying in various schools at Tiruchirappalli, selected on the basis of random sampling, due representation to

factors like gender, type of schools, and socio-economic status were given while selecting the sample. The data thus collected were scored, tabulated and analyzed by adopting appropriate statistical techniques.

STATISTICAL TECHNIQUES

Co-efficient of correlation was employed to examine the relationship between emotional intelligence and values. And t- test was employed to find out the significant difference in the means of scores of boys and girls and socio- economic status on emotional intelligence. Chi-square was used to study the association between emotional intelligence and type of management of schools. Co-efficient of correlation technique was used to study the relationship between emotional intelligence and values.

Category wise mean and standard deviation of emotional intelligence

Variables	Category	Mean	Standard Deviation
Gender	Girls	131.71	14.577
	Boys	136.88	32.818
Type of Schools	Government	138.44	15.738
	Aided	136.49	38.754
	Unaided	127.95	12.104
Socio - Economic Status	High	128.44	12.738
	Average	132.57	17.675
	Low	139.63	34.053

DATA ANALYSIS HYPOTHESIS-I

There is no significant difference in the emotional intelligence mean scores with respect to gender.

This hypothesis was tested by using t-test. The t-value was computed to find out the significance in emotional intelligence mean scores between boys and girls.

Table -1. Showing the significance of difference in emotional

intelligence of girls and boys.

Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Boys	225	136.88	32.81	2.157	S
Girls	225	131.71	14.58		

S -Significant at 0.05 level

Since the calculated value of t (2.157) is greater than the table value of (1.97) corresponding at 0.05 level of significance. This implies that the difference in the emotional intelligence of boys and girls under consideration is statistically significant. Hence the null hypothesis is rejected.

Therefore, it is concluded that the ninth standard boys and girls differ significantly with regard to emotional intelligence. Further the higher mean scores of boys possessed a high emotional intelligence than girls.

HYPOTHESIS -2

There is no significant difference in the emotional intelligence mean scores with respect to socio- economic status.

One way ANOVA was employed to find out the significance in the emotional intelligence mean scores of students belonging different socio-economic status.

Table -2. Showing the significance of difference in emotional intelligence of students belonging different socio-economic status

Source	Sum of Squares	Df	Mean Square	F-value	Level of Significance
Between Groups	10715.209	2	5357.60	8.519	S
Within Groups	281130.071	447	628.926		

S -Significant at 0.05 level

Since the calculated value of F(8.5 1 9) is greater than the critical value(4.65) corresponding at 0.01 level of Significance for degree of freedom 449, the null hypothesis is rejected.

Thus there is significant difference among students in the emotional intelligence owing to their difference in socio-economic status. i.e high, average and low socio-economic background of the students.

HYPOTHESIS -3

There is no significant association between emotional intelligence and type of schools of the students.

This hypothesis was tested by using Chi-square test. The Chi-square was computed to fine out the significant association between Emotional Intelligence and Type of schools.

Table -3. Showing the significant association between emotional intelligence and type of schools.

Types of schools	Types of schools			t-value	Level of Significance
	High	Average	Low		
Government	68(47.3)	52(52.7)	30(50.0)	38.019	P=0.000 P<0.01
Aided	51(47.3)	48(52.7)	51(50.1)		
Unaided	23(47.3)	58(52.7)	69(50.0)		

Significant at 0.01 Level

Since the calculated Chi-square value (38.019) is greater than the table value (13.277: corresponding at 0.01 level of significance for degrees of freedom 4.it implies that there is significant association between emotional intelligence and type of management of schools. The null: hypothesis is rejected. Therefore it is concluded that significant association has made between the students studying in government, aided and unaided schools and their emotional intelligence.

HYPOTHESIS - 4

There is no significant relationship between emotional Intelligence and values among students.

This hypothesis was tested by using correlation. I.e. karl Pearson's product moment coefficient was computed to find out the significant relationship between emotional Intelligence and type of schools.

Table -4. Showing the relationship between emotional intelligence and Values of Ninth Standard Students.

Variable	N	Degrees of Freedom	r	Significance Level
Emotional Intelligence	450	448	0.024	P=0.617 P<0.05
Values				

Not significant

The correlation co-efficient $r = 0.024$ is not significant at 0.05 level. Hence the null hypothesis is retained.

Thus there is no significant relationship between emotional intelligence and values among ninth standard students.

SUMMARY OF THE FINDINGS

It has been found a significant difference between boys and girls in their emotional intelligence.

There is significant difference among students in the emotional intelligence owing to their difference in socio-economic status.

There is significant association between emotional intelligence and types of schools. There is no significant relationship between emotional intelligence and values.

EDUCATIONAL IMPLICATIONS OF STUDY

The present study revealed that there is a significant difference between boys and girls in their emotional intelligence favoring boys. Teachers can take effort in emotional intelligence development of the students along with their academic achievement.

Research on emotional intelligence has revealed that people with high emotional intelligence are happier, healthier and more successful in their relationships. It can lead to increased achievement, productivity, enhanced leadership skills, improved responsiveness and greater activity.

As the study revealed there is significant difference among students in the emotional intelligence owing to their difference in socio-economic status, Sessions of self-awareness and leadership skills can be conducted for the students.

CONCLUSION

The purpose of the present investigation was to study on emotional intelligence and values with reference to some selected variables. There is significant relationship among the variables, the educators, and administrators should plan to develop emotional intelligence and value system among the students.

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Research Article

Influence of Parental Involvement on Achievement of Higher Secondary Students in Commerce a Study

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Abstract

The purpose of this paper was to investigate the influence of parental involvement on academic achievement of 11th standard commerce students. The independent variable parental involvement was measured with the tool constructed and standardized by the investigator and the dependent variable achievement in commerce was the mark obtained in the quarterly examination by the 11th standard commerce students. In this survey type of research 1100, 11th standard commerce students studying in 24 higher secondary schools of Madurai Revenue District have been taken as sample by using stratified random sampling technique. Statistics like percentage, mean, standard deviation, t-value and Anova have been calculated to test the hypotheses. The results showed that the parental involvement contributed significantly to the prediction of academic achievement of 11th standard commerce students. On the strength of these findings the need to foster home-school partnership to enhance the student's interest and make the school environment child friendly was stressed and advocated.

Keywords: Parental Involvement, Academic Achievement, Higher Secondary Students, Commerce, Home-School Partnership, Stratified Random Sampling, Madurai District, Educational Research, ANOVA, Student Performance.

INTRODUCTION

The concept of parent involvement in education may not be new to education researchers or teachers, but few parents are familiar with the latest research. Even if parental instincts tell them they should be acquainted with their child's school activities, they probably

do not know that research supports their beliefs; they need teachers and school administrators to encourage their participation.

Parent involvement programmes are more likely to succeed if parents and schools share belief in certain principles, as set down by Anna T.Henderson, Carl L.Marburger and Theodora Ooms by *Beyond the Bake Sale*, a handbook on parent participatory programmes.

These principles are: Every aspect of the school climate should be "open, helpful, and friendly", communications with parents should be "frequent, clear and two-way", parents should be "treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behaviour", parents should be encouraged to comment on school policies and, in some cases, "to share in the decision making", the school should recognize its responsibility "to forge a partnership with all families in the school", the principal and administrators should "actively express and promote the philosophy of partnership with all families", and the school should encourage "volunteer participation from parents and the community at large".

The following report examines this issue particularly as it relates to the academic achievement of 11th standard commerce students in Madurai Educational District.

Many early psychologists began their study of intelligence by directing their attention to cognitive aspects, such as memory and problem solving. "Emotional Intelligence is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding".

OBJECTIVES OF THE STUDY

- ❖ To find out the level of parental involvement of 11th standard commerce students.
- ❖ To find out the level of academic achievement of 11th standard commerce students.
- ❖ To find out the relationship between parental involvement and academic achievement of 11th standard commerce students.

The above said objectives are achieved in terms of demographic variables: locality of the school, management type and type of the school.

HYPOTHESES

- ❖ There is no significant difference in parental involvement of 11th standard commerce students with respect to
 - i. Locality of the school
- ❖ There is no significant difference in parental involvement of 11th standard commerce students with respect to
 - i. Management type
 - ii. Type of the school
- ❖ There is no significant difference in academic achievement of 11th standard commerce students with respect to
 - i. Locality of the school
- ❖ There is no significant difference in academic achievement of 11th standard commerce students with respect to
 - Management type
 - i. Type of the school
- ❖ There is no significant inter correlation between parental involvement and academic achievement of 11th standard commerce students

METHODOLOGY

In the present study the researcher have used survey method to study the influence of parental involvement on the achievement of 11th standard commerce students.

POPULATION

The present study is mainly concerned with the 11th standard commerce students studying in schools following the syllabus of Tamil Nadu State Board Secondary Education.

SAMPLE

For the present study a sample of 1100 Students of standard 11th Studying commerce in the 24 higher secondary schools of Madurai Revenue District during the academic year 2010-11 were chosen, using random sampling techniques.

TOOL

Parental Involvement scale constructed and validated by the investigator used for this present study. This scale has as 43 items on the aspects of Parental Involvement under six dimensions viz., parenting (5), communicating (12), volunteering (8), Learning at home (7), Decision making (7) and community Involvement (4). Each item of the Parental Involvement scale employs five alternatives namely always, frequently, sometimes, occasionally and never.

A descriptive scale combined with normative scale was used. There is no right or wrong answer. The negative statements were avoided. In the five point rating scale highest point, 5, was given to 'always'. The lowest point, 1, was given to 'never'. It is a bilingual scale (Tamil and English) and contains 43 items.

SOURCE OF ACHIEVEMENT IN COMMERCE

The achievement has been assessed through commerce marks in quarterly examination obtained by the sample of 11th standard commerce students.

DATA ANALYSIS AND INTERPRETATION

Percentage, Mean, Standard deviation, t-value, Anova and correlation were used for analyzing the data.

1. The level of parental involvement and achievement of 11th standard commerce students

Table 1

Level Of Parental Involvement and Achievement of 11th Standard Commerce Students

Variables	Low		Average		High	
	No. of Students	%	No. of Students	%	No. of Students	%
Parental involvement	150	13.6	596	54.2	354	32.2
Achievement	96	8.7	643	58.5	361	32.8

It is inferred from the above table that the level of parental involvement and academic achievement of 11th standard commerce students is average.

2. There is no significant difference in parental involvement of 11th standard commerce students with respect to Locality of the school

Table 2
Difference In Parental Involvement of 11 Standard Commerce Students
With Respect To Locality of The School

Background variables		N	Mean	S.D	t-value	Remark
Locality of the school	Urban	614	147.91	30.44	5.12	S
	Rural	486	137.86	33.69		

(At 1% level of significance the table value is 2.58)

It is inferred from the above table that there is significant difference between urban and rural 11th standard commerce students in their parental involvement.

From the mean value it is found that students from urban schools (147.91) are better in their parental involvement than students from rural schools (137.86)

- There is no significant difference in parental involvement of 11th standard commerce students with respect to Management type and Type of the school

Table 3
Difference In Parental Involvement of 11 Standard Commerce Students
With Respect To Background Variables

Background variables	Source of variation	Sum of squares	df	F value	Remark
Management type	Between	20932.35	2	10.21	S
	Within	1124863.78	1097		
Type of the school	Between	68564.10	2	34.91	S
	Within	1077232.02	1097		

(At 1% level of significance the table value at 4df is 3.32 and at 2df is 4.60)

It is inferred from the above table that the students from different management schools and students from different type of the schools differ significantly in their parental involvement.

- There is no significant difference in academic achievement of 11th standard commerce students with respect to Locality of the school

Table 4
Difference In Academic Achievement of 11th Standard Commerce Students
With Respect To Locality of The School

Variable	Gender	Mean	S.D	t-value	Remark
Locality of the School	Urban	125.91	29.51	7.61	s
	Rural	111.82	31.27		

(At 1% level of significance table value is 2.58)

It is inferred from the above table that there is significant difference between the achievement of 11th standard commerce students and Locality of the School.

From the mean value it is found that Urban Students have high score (125.91) than Rural students (111.82) in terms of their achievement.

Table 5
Difference In Academic Achievement of 11th Standard Commerce Students With
Respect To Background Variables

Background variables	Source of variation	Sum of squares	df	F value	Remark
Management type	Between	18559.07	2	1.74	NS
	Within	371475.82	1097		
Type of the school	Between	52917.96	2	28.77	S
	Within	1008729.945	1097		

(At 1% level of significance the table value at 4df is 3.32 and at 2df is 4.60)

It is inferred from the above table that the students from different type of the school differ significantly in their achievement in commerce. But there is no significant difference among management type of school of 11th standard commerce students in their achievement.

6. There is no significant inter correlation between parental involvement and academic achievement of 11th standard commerce students

Table 6
Correlation between Parental Involvement and Academic Achievement of 11th Standard Commerce Students

		Remark
Parental involvement and Academic achievement	$r = 0.149$	s

(At 1% level of significance the table value of r is 0.081)

It is inferred from that above table that there is significant correlation of 11th standard commerce students in their parental involvement and their achievement.

FINDINGS

1. Parental involvement

- 1.1. The level of parental involvement of 11th standard commerce students is average.
- 1.2. There is significant difference between 11th standard commerce students studying in urban and rural schools in their parental involvement.
- 1.3. There is significant difference among 11th standard commerce students studying in Different management schools in their parental involvement.
- 1.4. There is significant difference among 11th standard commerce students studying in different type of the schools in their parental involvement.

2. Achievement in commerce

- 2.1. The level of achievement of 11th standard commerce students is average.
- 2.2. There is significant difference between 11th standard commerce students studying in urban and rural schools in their achievement.
- 2.3. There is no significant difference among 11th standard commerce students studying in different management schools in their achievement.
- 2.4. There is significant difference among 11th standard commerce students studying in different type of the schools in their achievement.

3. Relationship between Parental involvement and achievement in commerce

- 3.1. There is significant correlation of 11th standard commerce students in their parental involvement and their achievement.

INTERPRETATION

PARENTAL INVOLVEMENT

The 't' test results reveals that students from urban schools are better than the students from rural schools. This may be fact that the parents from urban areas are highly educated, they are able to communicate more effectively with the schools teacher but the rural area parents do not participate in parent education program because of their illiteracy.

The 'F' test results reveals that Government school students are better than Government aided and private schools students in their parental involvement. This may be due to the fact that the parents of the Government school students are much more involved in the parental activity due to their interest in their own children.

The 'F' test results reveals that Boys' school students are better than the Girls' school and coeducation school in their parental involvement. This may be due to the fact that the boys are more problematic, the parents pay more attention and much more involved in the parental activities.

ACHIVEMENT

The 't' test results reveals that students from urban schools are better than the students from rural schools in their achievement. This may be due to the fact that urban students are getting more facility and more exposure than rural students.

The 'F' test results reveals that coeducation schools students are better than Boys' school and Girls' schools students in their achievement. This may be due to the fact that the level of competency is increasing, as the students maintain a healthy relationship with each other, they discuss and share their ideas.

RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACHIVEMENT

According to correlation analysis there is significant relationship between parental involvement and achievement of 11th standard commerce students. This may be due to the fact that parents are involved in students' education now, so students generally have high grades and test scores.

CONCLUSION

It is important to mention the implication of the present study for educational and counseling applications, First there is the need to forge home school partnership for the purpose of not only enhancing the academic wellbeing of the students but their overall

wellbeing as well. Parental involvement and creation of enabling school environments will help to foster the children interest in schooling and make them develop high academic achievement. Both the home and the school have the onerous responsibility of improving their psychophysical environment and of making the home and the school child friendly, as these are prerequisites for enhancing the academic achievement of the children. The responsibility of educating the child should not be left to the school alone. As parenting and parental involvement practices require training, school counselors can organize seminars and workshops where parents are exposed to parenting skills and practices.

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Research Article

A Study on Mental Health of Higher Secondary Students in Relation to Family Environment in Karaikudi

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Abstract

In higher education the family environment plays a major role towards moulding the personality of an adolescent into a man or woman. Family relationship is the earliest and the most influential on the mental health of the child. Each and every student must understand the family conditions and problems. They should realize necessity of maintaining the environment. An individual has to come up with the socially desirable dimension of behavior. Hence the investigator intended to study the mental health of higher secondary students in relation to their family environment.

Keywords: Mental Health, Higher Secondary Students, Family Environment, Adolescents, Personality Development, Educational Research, Karaikudi, Social Behavior, Student Well-being

INTRODUCTION

Mental health is the state of relatively good adjustment, feeling of well-being and actualization of one's potentialities and the most influential on the mental health of the child there are some factors like love, affection and independence, which increase the child's ability to remain mentally health. In higher education, the family environment plays, a major role towards moulding the personality of an adolescent into a men or woman family is orienting the individual in the social skills life developing social attitudes, co-operating with other social members, learns to accept the feeling of others, acquires the skill of recognizing others in respect of their age, sex, education income and so on.

NEED FOR THE PRESENT STUDY

Mental health plays an important role in life and contributes in the personal and social adjustment of the individual. Each and every student must understand the family conditions and problems. They should realize the necessity of maintaining the environment. Education is the best outcome in the environment in which they live.

The Family environment is caused by various factors like type of family size of family, marital status of the family Socio-economic background of the family and so on. In such a situation, an individual has to come up with the socially desirable dimension of behaviors. Hence the investigator intended to study the mental health of higher secondary students in relation to their family environment.

STATEMENT OF THE PROBLEM

The problem is stated as "A Study on mental health of higher secondary students in relation to family environment".

DEFINITION OF THE TERMS:

Mental Health

Mental health is the full and harmonious functioning of the whole personality

Family Environment

Family environment is the social and environmental characteristics of families. It involves the circumstances and social climate conditions within families.

OBJECTIVES OF THE STUDY

- ❖ The level of the mental health of higher secondary students.
- ❖ The level of the family environment of higher secondary students.
- ❖ To find out whether there is any significant relationship between mental health and family environment.

- ❖ To find out whether there is any significant difference between the boys and girls.

HYPOTHESES

- ❖ There is no significant difference in mental health between the male and female higher secondary students.
- ❖ There is no significant difference in mental health between the rural and urban higher secondary students.
- ❖ There is no significant difference in mental health between the government and aided higher secondary students.
- ❖ There is no significant difference in mental health between the employed parents and unemployed parents of higher secondary students.
- ❖ There is no significant difference in family environment between the male and female higher secondary students.
- ❖ There is no significant difference in family environment between the rural and urban higher secondary students.
- ❖ There is no significant difference in family environment between the government and aided higher secondary students.
- ❖ There is no significant difference in family environment between the employed parents and unemployed parents of higher secondary students.
- ❖ There is no significant relationship between mental health and family environment of higher and secondary students.

Sample of the Study

The sample consists of 300 higher secondary students; the random sampling technique 1: used in the present study for the sample selection.

Tools used in the Study

Mental Health Inventory

This inventory standardized by Peter Becker was used for assessing the mental health of higher secondary students.

Family Environment Scale

Family environment scale standardized by Dr. Harpeet Bhatia and Chandha Nk used for assessing the family environment of higher secondary students.

The Mean and Standard deviation of the mental health scores and family environment scores of the total sample

S.No.	Variables	N	Mean	S.D
1.	Mental Health	300	50.36	11.43
2.	Family Environment	300	258.02	22.24

The Mean and Standard deviation of Mental Health Score of the Selected Variables

S.No.	Variables	Sub-Groups	N	Mean	S.D.	t value	Sig
1.	Gender	Male	180	50.08	13.37	0.51	NS
		Female	120	50.77	7.68		
2.	Locality	Rural	186	50.12	13.15	0.44	NS
		Urban	114	50.73	7.88		
3.	Management of the School	Government	132	52.52	13.14	2.94	Sig
		Aided	168	48.66	9.58		
4.	Parents Occupation	Employed	126	53.45	12.72	4.09	Sig
		Unemployed	174	48.12	9.84		

The Mean and Standard deviation of family environment score of the selected variables

S.No.	Variables	Sub-Groups	N	Mean	S.D.	t value	Sig
1.	Gender	Male	180	259.9	21.59	1.79	N.S.
		Female	120	255.2	22.99		
2.	Locality	Rural	186	260.3	21.36	2.29	S
		Urban	114	254.2	23.28		
3.	Management of the School	Government	132	257.7	22.04	0.18	N.S.
		Aided	168	258.2	22.46		
4.	Parents Occupation	Employed	126	257.7	22.56	0.18	N.S.
		Unemployed	174	258.2	22.07		

Correlation between the mental health and family environment of higher secondary students

Variable	df	r value	Table Value		Level of Sig
Mental Health & Family environment	298	0.095	0.05	0.01	N.S.

Findings

- ♣ There is no significant difference in mental health between the male and female higher secondary students.
- ♣ There is no significant difference in mental health between the rural and urban higher secondary students.
- ♣ There is significant difference in mental health between the government and aided higher secondary students.
- ♣ There is significant difference in mental health between the employed parents and unemployed parents of higher secondary students.
- ♣ There is no significant difference in family environment between the male and female higher secondary students
- ♣ There is no significant difference in family environment between the rural and urban higher secondary students
- ♣ There is no significant difference in family environment between the government and aided higher secondary students.
- ♣ There is no significant difference in family environment between the employed parents and unemployed parents of higher secondary students.
- ♣ There is no significant relationship between mental health and family environment of higher and secondary students.

Educational Implications

The present study is great importance in the field of education for various reasons. It reveals that students are having extremely unstable mental health. So in order to provide mental stability improved performance and good developments, parents and teachers should see that they are mentally peaceful and well-adjusted that is very important significant role in one's life. Education is the best outcome in the environment in which they live.

Conclusion

I conclude in this article, emotions are strong mental states involving experiment which give rise to feeling and passions. Intense emotional conditions disturb our mental equilibrium and reasoning each and every student must understand the family conditions and problems. They should realize the necessity of maintaining the environment. The student should have the

family co- operation in wining success, so that home and college can Co-operate effectively in building the mentally healthy, emotionally stable, psychologically balanced, socially useful enthusiastic and energetic new generation.

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Research Article

Construction and Validation of an Instrument for Identifying Stress Coping Strategies of Teachers Working in the Schools in Tamilnadu

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Abstract

The Researcher having felt the need for an instrument to study the Stress Coping Strategies of teachers, has undertaken this project. As the Researcher is interested more in identifying the Stress Coping Strategies of the teachers while confronting with stress causing situations than how they just manage the stress, she has designed the instrument in such a way that it will give a measure of their adoption of the coping strategies: AVOID THE STRESSOR; ALTER THE STRESSOR; ADAPT TO THE STRESSOR and ACCEPT THE STRESSOR. The present tool has been constructed in the form of a Situational Test. It has been validated and its reliability has been established.

Keywords: Stress Coping Strategies, Teachers, Instrument Construction, Tool Validation, Situational Test, Tamil Nadu Schools, Stress Management, Educational Research, Teacher Well-being

INTRODUCTION

Teachers in schools are subjected to varied activities wherein they have to strain their body, mind and soul for emerging successful in the assigned tasks. The situations are ever changing as the days turn out from Monday to Saturday. While discharging such baffling responsibilities pertaining to different roles, the teacher has to cope with circumstances that may cause stress capable of destabilizing his or her normal teacher behavior (Griffith Jayne et.al., 2010). As in the case of stress at different levels, the coping strategies may also differ from individual to individual as such differentiating one from the other in discharging

responsibilities. Therefore developing an instrument for identifying stress coping strategies seems to be a necessity.

RATIONALE

Stress seems to be the other side of the modern life. Though it cannot be removed from life permanently it can be managed by taking up certain precautionary steps. Clifford Sawhney (2010) spells out the following TEN effective ways to manage stress:

Time Management: The time resource has to be handled very carefully, or else it will be lost forever. If every working moment is not monitored properly it will prove to be a waste and at the end the individual will turn out to be non-productive.

Creating Visualization: This is a highly recommended technique for mobilizing inner resources for success. In short it's a created vision of an individual which will be pursued till accomplishment.

Progressive Muscle Relaxation: In this technique there is a deliberate attempt to heighten muscular tension and then relaxation.

Laughter: For centuries it is thought of as a medicine for many of the diseases caused by emotional disorders.

Hobbies: It is considered as a channel to drain of those accumulated thoughts, blocking the vision of the people. A little diversion in the form of hobbies would clear off the mind and promote healthy thinking.

Vacation: The body and mind will get recharged, once the individual goes away from his place of residence or the work spot and stay at a new place.

Exercise: Chronic stress causes pain in the muscles and joints of the body. When the mind gets tensed as a cure to such physical and emotional problems, exercise is suggested as a remedy.

Auto Suggestion and NLP: Auto suggestion is a system evolved to realize the power of a patient's unconscious mind. In this several phrases are devised which are to be uttered in the right frame of mind. One such famous phrase is "Every day I am getting better and better".

Yoga Nidra: It is a state of psychic sleep brought out by physical, mental and emotional relaxation.

Ambience: The use of bright colours, pleasant looking objects and subtle or brighter shades on the walls will create a relaxed atmosphere at home as well as at the work place. The pleasant atmosphere will take away the pain and strain of the individuals.

Similarly Brad Hokanson and Michael Diener (2010) in their article 'Managing Stress' have explained elaborately the use of the following strategies to manage stress:

Look around.	Set realistic goals for yourself.
Remove yourself from the stressful situation.	Don't overwhelm yourself.
Don't sweat the small stuff.	Learn how to best relax yourself.
Selectively change the way you react.	Change the way you see your situation: seek alternative viewpoints.
Avoid extreme reaction.	Do something for others.
Get enough sleep.	Work of stress.
Avoid self-medication or escape.	Begin to manage the effects of stress.
Try to use stress.	Try to be positive.

The aforesaid techniques for stress management seem to be quiet helpful for the individuals to get prepared before they get in to the stress causing environment. That is, they are precautionary measures to wade through the current of stress and strain. Similarly after an individual having gone through stressful experiences, to erase off the impact of stress also these suggested stress managing techniques are helpful.

However if someone comes up to make a scientific study about the coping strategies adopted by teachers to get along with the profession without being much affected by the stressful job situations, no tool standardised on our population as on date is available. Hence the need for the preparation of the stated research tool.

DESIGN FOR TOOL CONSTRUCTION

There are quite a good number of studies on stress coping strategies using instruments in the form of check list or ranking the stated list of strategies or questionnaire directly asking for marking the preferred coping strategies (Griffith Jayne et.al., 2010; Saito K. 1999; Murphy LR. 1996). As the Researcher is not satisfied with those tools she worked out a design to prepare a Situational Test and standardize it on the teacher population in Tamilnadu to serve the cause of the chosen research.

The following is the proposed design to construct an instrument to identify the strategies adopted by the teachers in the schools in Tamilnadu to cope with their stressful job situations, while discharging their responsibilities:

- (i) Defining the term "Stress Coping Strategies"

- (ii) Reviewing literature to identify the Coping Strategies adopted by individuals in life situations to overcome stress.
- (iii) Reviewing literature to note down the Stressors causing stress to teachers.
- (iv) To prepare for each one of the chosen stressors a pair of Stress Causing Situations natural to all respondents.
- (v) For each stress causing situation the required number of Reaction Statements are to be prepared based on the identified coping strategies.
- (vi) The prepared draft tool is to be subjected to experts' scrutiny for establishing content Validity.
- (vii) The prepared draft tool is to be administered to randomly taken one hundred subjects to establish item validity and construct validity.
- (viii) Again the draft tool is to be administered to about 300 teachers chosen randomly to establish factorial validity.
- (ix) The final form of the tool is to be prepared.
- (x) The reliability of the newly developed tool is to be established by test-retest method.
- (xi) After a few try outs, norms are to be established for the validated tool.

DEFINING STRESS COPING STRATEGIES: By this the Researcher means the strategies adopted by a teacher while confronting with a stress coping situation to avoid or lessen the intensity of stress.

IDENTIFYING STRESS COPING STRATEGIES

These strategies are generally classified as "unhealthy ways of coping with stress" and "healthier ways of managing stress". They are only temporary means of reducing stress; the first category may also cause damage in the long run. For example smoking, drinking too much, using drugs, withdrawing from friends and family, procrastinating etc are supposed to be not so advisable strategies.

On further probing the researcher has identified FOUR STRESS COPING STRATEGIES which are shortly termed as THE FOUR A'S. The first two strategies are termed as:

- i) AVOID THE STRESSOR
- ii) ALTER THE STRESSOR

These two are based on "Change of Situation". The other two coping strategies are based on "Change of the Individual's reaction". They are termed as:

- iii) ADAPT TO THE STRESSOR
- iv) ACCEPT THE STRESSOR (Melinda Smith and Robert Segal, 2011)

STRESS COPING STRATEGY 1:

AVOID THE STRESSOR: All stress cannot be avoided and it is not healthy to avoid the situation that needs to be addressed. There are a number of stressors that may be eliminated by adopting the following strategies.

- ❖ **Learn how to say "no":** If any situation goes beyond the limit it will be difficult to stick to the situation. Therefore one should learn how to put a full stop by saying "no" in a gentle acceptable manner.
- ❖ **Avoid people who Stress you out:** If a person is a cause of stress in life, one can limit the amount of time being spent with the person or if possible closing the relationship with that person once for all.
- ❖ **Take control of your Environment:** If a person is much worried about what happened in the morning in the locality, he may avoid watching T.V. in the evening to avoid the recurrence of his stress.
- ❖ **Avoid hot-button topics:** If a person has already experienced anything bad in a particular field of activity, he or she can avoid discussing such topics with others.
- ❖ **Pane down your to-do list:** One may analyse his or her schedule, and responsibilities on the basis of their importance and categorize them as 'musts' and 'shoulds' The works marked as 'must' are to be carried out and those under 'should' may be done in phases, if necessary, the least important ones may be dropped.

STRESS COPING STRATEGY: 2

ALTER THE SITUATION: If it is not possible to avoid a stressful situation, one may at least try to alter it. One has to work out how best he or she can bring changes to make the impending situation not so stressful.

The following are some of the strategic points to alter the situation, somewhat stress free.

- ❖ **Express your feelings instead of bottling them up:** If someone is the cause for a stressful situation, the affected individual may boldly voice his feelings of course in a respectful way to free himself to some extent from the impact of the stress.
- ❖ **Be willing to Compromise:** When one request for change in the behaviour of other, he or she should also come down from his or her stand to lessen the intensity of the stress causing situation.
- ❖ **Be more Assertive:** When a problem comes, it should be faced head on. The person should be able to tell the stress causing individual to keep away from him or her to carry out his or her business.
- ❖ **Manage your time better:** Poor time management causes lot of stress. If one plans ahead and makes sure of his or her course of action, the stressful situation may slowly get naturalized.

STRESS COPING STRATEGY: 3

ADAPT TO THE STRESSOR: If one cannot alter the stress causing situation, he or she has to adapt to the situation by applying the following strategies for a reduction of the stress.

- ❖ **Reframe problems:** One may reframe the stress causing situation and view it in a more positive perspective. It will reduce the intensity of stress.
- ❖ **Look at the big picture:** One may try to perceive the permanency or the extent of continuation of the existing stressful situation. As nothing is permanent or long lasting the affected individual may gain confidence to go along with the situation.
- ❖ **Adjust your standards:** One may fix reasonable standards for his or her work and should develop the mind to accept when others consider the work as "It's ok".
- ❖ **Focus on the positive:** When it is highly unbearable with a situation causing stress, one may start reflecting over his or her positive qualities, capabilities and talents for a good reduction of stress.

STRESS COPING STRATEGY: 4

ACCEPT THE STRESSOR: Certain sources of stress are unavoidable. One cannot prevent or change stressors such as the death of a lover, national recession etc. In such cases, the only

way to cope with stress is to accept things as they are. However, slowly in the long run the following strategies work well to reduce stress.

IDENTIFYING TEACHERS' JOB STRESSORS:

Teacher is a multifaceted personality engaged in multifarious activities for the good of all those around him. He is the only professional working with all positive thinking to create a better world with the help of the young souls entrusted to his care. While doing so he is confronted with hundreds and hundreds of problems which turn out to be the cause of stress for him. Any casual reading of literature pertaining to teachers will enable one to cull out scores of stressor from the context of playing innumerable roles inside and outside of the institution. Portia. R (2011) have reported the following Six Factors which they identified by Factor Analysis to explain the constitution of Stress Coping Situations of teachers:

- I. WORKLOAD
- II. CHANGING TEACHING PROCESS
- III. BEYOND TEACHING ROLE
- IV. EXPRESSION OF INDIVIDUALITY
- V. NON-ACADEMIC DEPLOYMENT
- VI. INTERFERENCE OF OFFICIALS AND OTHERS

These Six Factors explain the entire realm of stress causing situations in the life of a teacher in a school. Therefore the Researcher has planned to make use of these Six stress causing factors to elicit the different strategies adopted by teachers to cope with them.

PREPARATION OF DRAFT TOOL: The prepared design leads to the construction of an instrument in the form of a "Situational Test".

The Researcher carefully elaborated each factor to portray two realistic stress causing situations common to teachers in general. When the teachers of the target population are asked to read the 'situations' one by one, it will help them recollect afresh of what might have happened to them at that time.

After reading every situation, when they will have their past experience or exposure looming right over their eyes, they will be triggered off to visualize how they might have reacted or what might they have thought of doing at that time of confronting those situations

by asking them to react to the Four Reaction Statements given for every situation, each one incorporating a stress coping strategy.

By answering to each Reaction Statement as always or often or sometimes or rarely or never, the respondent would reveal to what extent the Four Coping Strategies were used or being used, given such stressful experience or exposure.

Thus the Researcher prepared for the SIX FACTORS, TWELVE STRESS CAUSING SITUATIONS, and FORTY EIGHT REACTION STATEMENTS and incorporated them in the proposed research tool.

PILOT STUDY 1: A pilot study was undertaken for validating the tool.

PHASE I: CONTENT VALIDITY: The process of validation starts with phase I. Copies of the Draft Tool were provided to the Research Guide and one more Expert guiding Doctoral studies in Education with a request to study the appropriateness of the Reaction statements prepared to elicit the adoption of the Four Coping Strategies by teachers and offer suggestions for Improvement in the tool under preparation. Based on their suggestions some of the Reaction Statements have been reworded for more clarity. Thus the Content Validity has been established.

PHASE II: ITEM FITNESS: To establish the Item fitness, the modified Draft tool was administered to 100 teachers working in schools in Trichy and Tirunelveli Districts. After scoring responses of the respondents, the fitness of each item has been established by subjecting the data to Goodness of Fit Test, which is otherwise called ONE SAMPLE TEST OF CHI SQUARE. It is one of the several applications of chi square test (Cohen Louis 1976). Here it is used to test the null hypothesis formed for every Reaction statement in the draft tool that the responses obtained under ALWAYS, OFTEN, SOMETIMES, RARELY, and NEVER are not by CHOICE.

GOODNESS OF FIT VALUE

Item No.	Goodness Fit Value	Table Value at .01 Level	Remark	Item No.	Goodness Fit Value	Table Value at .01 Level	Remark
1	37.00	13.28	Retained	26	13.57	13.28	Retained
2	13.43	13.28	Retained	27	17.92	13.28	Retained

3	15.25	13.28	Retained	28	15.60	13.28	Retained
4	14.89	13.28	Retained	29	13.46	13.28	Retained
5	21.85	13.28	Retained	30	14.28	13.28	Retained
6	26.32	13.28	Retained	31	17.57	13.28	Retained
7	14.85	13.28	Retained	32	17.03	13.28	Retained
8	14.71	13.28	Retained	33	18.46	13.28	Retained
9	15.78	13.28	Retained	34	13.42	13.28	Retained
IO	14.26	13.28	Retained	35	13.64	13.28	Retained
II	19.28	13.28	Retained	36	15.89	13.28	Retained
12	17.03	13.28	Retained	37	14.27	13.28	Retained
13	14.53	13.28	Retained	38	27.57	13.28	Retained
14	13.90	13.28	Retained	39	24.89	13.28	Retained
15	15.85	13.28	Retained	40	21.67	13.28	Retained
16	15.14	13.28	Retained	41	18.82	13.28	Retained
17	13.82	13.28	Retained	42	16.32	13.28	Retained
18	14.03	13.28	Retained	43	18.28	13.28	Retained
19	18.28	13.28	Retained	44	15.50	13.28	Retained
20	16.11	13.28	Retained	45	23.07	13.28	Retained
21	23.82	13.28	Retained	46	15.25	13.28	Retained
22	19.17	13.28	Retained	47	21.32	13.28	Retained
23	13.71	13.28	Retained	48	14.39	13.28	Retained
24	14.64	13.28	Retained				
25	15.07	13.28	Retained				

The above given table furnishes the Goodness of Fit value for each one of the 48 items.

The table shows that all the Reaction Statements are retained because the stated null hypothesis for each statement is rejected at .01 level.

PHASE III: CONSTRUCT VALIDITY: Using the tabulated data, the Item - Dimension total correlation was computed for each Reaction Statement to establish the construct validity of the newly formed tool. Dimensions are the different Coping Strategies incorporated in the Reaction Statements. The table given below reveals the Intern - Dimension total correlation for all the 48 items.

ITEM DIMENSION TOTAL CORRELATION

Item No	rValue	Item No	rValue	Item No	r Value	Item No	r Value
Dimension I		Dimension II		Dimension III		Dimension JV	
1	0.665	2	0.387	3	0.572	4	0.468
5	0.481	6	0.503	7	0.396	8	0.482
9	0.387	10	0.634	11	0.523	12	0.545
13	0.483	14	0.370	15	0.382	16	0.407
17	0.387	18	0.486	19	0.437	20	0.364
21	0.499	22	0.355	23	0.465	24	0.380
25	0.556	26	0.586	27	0.535	28	0.619
29	0.630	30	0.741	31	0.535	32	0.368
33	0.516	34	0.473	35	0.423	36	0.614
37	0.526	38	0.406	39	0.386	40	0.403
41	0.539	42	0.388	43	0.390	44	0.527
45	0.495	46	0.506	47	0.533	48	0.388

From the table it may be seen that all the 48 Reaction Statements are significantly correlated with their respective Coping Strategies, that is the Dimension total.

PHASE IV FACTORIAL VALIDITY: Finally the researcher has decided to make the process of validation complete by Factor Analysis. The partially validated draft tool was again administered to 300 subjects chosen by random from 11 districts randomly taken in Tamilnadu. The tabulated data were used for Factor Analysis. The process of Factor Analysis started with the extraction of Community values for all the 48 items furnished in the table given below. It may be observed that all the 48 items have recorded more than 0.577, proving their suitability for inclusion.

EXTRACTED COMMUNALITY VALUE

Item No	Initial	Extraction	Item No	Initial	Extraction	Item No	Initial	Extraction
1	1	0.778	18	1	0.813	35	1	0.743
2	1	0.794	19	1	0.836	36	1	0.832
3	1	0.847	20	1	0.795	37	1	0.823
4	1	0.852	21	1	0.724	38	1	0.786
5	1	0.734	22	1	0.787	39	1	0.822
6	1	0.800	23	1	0.856	40	1	0.704
7	1	0.820	24	1	0.861	41	1	0.849

8	1	0.778	25	I	0.816	42	I	0.865
9	I	0.851	26	1	0.830	43	I	0.739
10	1	0.842	27	1	0.751	44	1	0.856
11	1	0.659	28	1	0.812	45	I	0.577
12	1	0.869	29	1	0.820	46	1	0.678
13	1	0.841	30	1	0.899	47	1	0.784
14	1	0.703	31	1	0.751	48	1	0.729
15	1	0.692	32	1	0.835			
16	I	0.744	33	I	0.648			
17	I	0.760	34	I	0.767			

The further analysis to explain the total variance of each component by initial Eigenvalues shows that the first 6 components explain a variance ranging from 6.975 to 21.143. Moreover extraction sums of squared loadings also explain that the first 6 components account for 77.34% of the composite score value. The contribution of all the remaining components seems to be so negligible and insignificant that they are not to be considered as contributing factors. Therefore for these 6 components which are to be treated as factors, the contribution of each item has been computed by principal Component Analysis using Varimax with Kaiser Normalization generating Component Matrix and Rotated Component Matrix.

Thus using the matrices the items have been reorganized under the emerging 6 factors on the basis of their factor loadings. The following table gives the details of the items grouped under the factors.

ITEM DISTRIBUTION UNDER 6 FACTORS

S.No	Components					
	1	2	3	4	5	6
1	1	2	3	4	8	28
2	5	6	7	12	20	
3	9	10	11	16	40	
4	13	14	15	24		
5	17	18	19	32		
6	21	22	23	36		
7	25	26	27	44		
8	29	30	31	48		
9	33	34	35			

10	37	38	39			
11	41	42	43			
12	45	46	47			

The table shows that the first three factors have all the twelve items of identical nature. The perusal of items under the factors Four, Five and Six reveals that the items under these respective factors have more similarity but with little difference in coping with those accepting the stress causing situations.

However considering their nature of accepting such situations they may be grouped under 'one' component and as such the Researcher has marked it as Factor 4 and retained the same nomenclature.

Thus factor analysis confirms incorporation of the following Four coping strategies, each in TWELVE REACTION STATEMENTS which are to be responded by subjects on a FIVE POINT SCALE:

COPING STRATEGY i. AVOID THE STRESSOR

COPING STRATEGY ii. ALTER THE STRESSOR

COPING STRATEGY iii. ADAPT TO THE STRESSOR

COPING STRATEGY iv. ACCEPT THE STRESSOR

PILOT STUDY 11: RELIABILITY: The reliability coefficient of the tool has been established by test and retest method. The computed reliability coefficient 0.853 confirms the Reliability of the tool.

Pilot Study III: ESTABLISHING NORMS:

The final form of the tool administered to 1200 respondents chosen randomly from 15 districts in Tamilnadu representing all the 32 districts. Using the normal probability the coping strategy wise grade norms have been established.

FINAL FORM OF THE TOOL TEACHERS' STRESS COPING STRATEGIES

Here below **TWELVE** stress causing situations are given one by one. For each stress causing situation **FOUR** Reaction Statements are given. Kindly read the stress causing situations carefully one by one and visualize as a Teacher how you will react in this context. Kindly read each one of the reaction statements carefully and give your response under any

one of the alternatives ALWAYS, OFTEN, SOMETIMES, RARELY and NEVER by putting a tick mark (v) under the particular category.

Stress Causing Situation 1: Time consuming and mind bogging work of maintaining several records and registers stifle the spirit of teachers.					
Reaction Statements	Always	Often	Sometimes	Rarely	Never
i) I will prioritize the completion of different records / registers and first attempt to those that are 'must'; whenever time permits I will take up others.					
ii) I will plan ahead of allotment of time for each and every record and register.					
iii) Since perfection is difficult to achieve in records I register maintenance I will just try to finish of the work in the stipulated time.					
iv) Even while failing miserably for completion of records / registers I will stay calm on the understanding that 'what does not kill us makes us stronger'.					
Stress Causing Situation 2: Unavoidable nuisance and headache due to colleagues' endless pestering/or professional help and other personal assistance an ever pricking irritant.					
i) I will try to help my colleagues as much as possible. But when it exceeds the limit I will say very gently 'No' expressing my inability.					
ii) When I am at a task I will tell my colleagues straight that they can approach me for help after three days or a week as I am engaged in another work.					
iii) It is great that so many are coming for my professional guidance and help. I will dole out a little to each one of them as a model to be copied or an example to be followed.					
iv) I cannot irritate my colleagues, but at the same time I cannot fulfill all their needs. So during course of assistance I will share my sufferings and hardships with one or two very much close to me.					
Stress Causing Situation 3: Recent introduction of new methods of teaching is a cause of worry.					

Though it taxes the teachers a lot, its ideal application in the classroom evades all efforts teachers face criticism					
i) I will discuss the intricacies of the new methods only with those who can understand my feelings and limitations. I ignore all those who strut like a cock.					
ii) I openly express my feelings and anguish in a modest way to those who criticise or ridicule my works.					
iii) I will look at the agonising situation caused by my limitation in dealing with new methods of teaching in a wider perspective, assuring myself that it will not last for long.					
iv) I will stomach all insults and my failures, accepting the fact that we live in an imperfect world, and forgive all those who are instrumental for creating such an unpleasant situation.					
Stress Causing Situation 4: In the name of innovation in teaching often teachers are disturbed because of the compulsion to attend seminars, workshops and in-service I orientation courses. It leads to hardships and loss of morale among students and staff it is a cause of worry.					
i) I will look for a small good thing even in such a worry causing situation and use it as a key for happiness in those circumstances.					
ii) I will come forward to sacrifice my comforts and happiness a little by giving importance to the efforts taken by the government and arrangements made by the institution.					
iii) I will start studying my positive qualities and competencies that help me successfully wade through such stressful situations.					
iv) I will try to attend such programmes at a place convenient to me or adjust the situation in such a way to attend along with those who are cordial and accommodative to me.					
Stress Causing Situation 5: A teacher needs to be competent and knowledgeable in different fields. At times of celebrations or organizing programmes deficiency in language command or specified knowledge is a problem to many of the teachers.					

i) I will drop tasks involving language competence or specialized knowledge considering as if they are not truly necessary.					
ii) I will plan out and manage the time in such a way that instead of doing the roles involving language commands or other specific knowledge, I will take up other roles and work for the success of the programme.					
iii) I will induce the authorities and the staff connected with the programme to rePlan and reframe to get myself accommodated.					
iv) In spite of deficiency I will accept it as an opportunity for my personal growth.					
<i>Stress Causing Situation 6: Apart from teaching the teachers have to work for the development of leadership qualities, good conduct and character in students. Teachers who really work for such developments are not properly regarded or respected.</i>					
i) I will slowly stop my relationship with those who undermine my efforts to instill leadership skills and good conduct and character in students.					
ii) I will directly talk to those who have a scant regard for teachers who work for the overall development of the students about the damage they are causing to student community.					
iii) I will not bother about the indifference of others to me and to my noble work because such a situation will not remain for ever.					
iv) I will release my anguish and frustration by freely expressing my feelings to my trusted friends or authorities.					
<i>Stress Causing Situation 7: Teachers are to be creative. Therefore they need to have freedom in teaching. In the name of innovation their individuality in teaching is curbed it takes away their joy of teaching.</i>					
i) I will utilize the free time before and after the class hours for providing additional information and guidance to prove my individuality.					
ii) I will express this limitation wherever possible to school authorities and government officials in a respectful way.					

<i>iii) I will analyse my positive qualities and abilities to bring in individuality while following the prescribed methods of teaching.</i>					
<i>iv) I will try to equip myself more and more to become proficient in the proposed innovative methods.</i>					
<i>Stress Causing Situation 8: Teachers are supposed to have good status in the society; but in reality persons of wealth and power enjoy higher status than teachers it is a cause of worry.</i>					
<i>i) I will not discuss teacher status in the society with anyone inside or outside the school.</i>					
<i>ii) I will openly voice my feelings about the treatment meted out to teachers in the society with the leaders of the community whenever possible.</i>					
<i>iii) I will not get disgusted over the reduced status of teachers in the society; rather I will reflect over all my good qualities and notable talents being utilized for societal needs.</i>					
<i>iv) The world itself is imperfect. So I will forgive the society in which I live for its wrong doings to teachers.</i>					
<i>Stress Causing Situation 9: Apart from involving teachers in non academic institutional activities such as generating funds for programmes, mobilizing resources for developments, PTA and Alumni works, Student welfare, community works. etc., forcing some of the teachers to routine office assistance and other clerical works is agonising.</i>					
<i>i) I will first limit the amount of time spent with those persons who induct me in some non- academic works and slowly stop my contact with them.</i>					
<i>ii) I will strike a compromise with authorities to compensate the loss of time in future by providing special leave, relief from routine work etc.,</i>					
<i>iii) I will do my best in non academic area also, however when it becomes difficult to handle I won't bother about the quality of work, rather I would be happy if it is just done.</i>					
<i>iv) I will not give up my tasks assigned though they are non academic in nature because they may also be helpful for my personal growth.</i>					

Stress Causing Situation 10: Teacher, a professional is reduced to the status of a lay man. Even an ordinary person has a say over the work of a teacher in an institution a deplorable condition for a teacher professional.

i) I will not listen to talks about the importance of teachers nor encourage any conversation about their services to the society.					
ii) I will not fail to impress whenever I get a chance in words or action that teacher is a professional and any non-specialist questioning the work of a teacher is a great insult to the profession.					
iii) If I happen to confront with such a situation, instantly I will turn a blind eye to people and deaf ear to their words and start concentrating on something happening around the place.					
iv) I may not be able to control the present attitude of the society towards teachers; however I will do my best to educate the masses about the uniqueness of teaching and the teacher profession.					

Stress Causing Situation 11: School authorities and officials of department of education fail to provide needed facilities and assistance to teachers. It's a matter of great concern.

i) In case of non-availability of required facilities I will drop tasks that are not truly necessary for achieving the basic things in the field of education.					
ii) I will convince the authorities to release the first package of assistance saying that still better works the school can expect from the teachers with the fulfillment of the facilities in phases.					
iii) I will manage with what is available because standard execution of planned activities is rare in institutions.					
iv) I will not complain about all these drawbacks to others; but I will work for the developments of my capabilities for better performance.					

Stress Causing Situation 12: The frequent visits of the officials such as department people, SSA supervisors, faculty of DIET, etc., mostly turnout to be quiet mechanical acts thus teachers are emotionally shaken.

i) Once the visit of the officials is over I will not talk about the persons or their behaviour or their remarks.					
ii) I will immediately oppose the negative remarks, if any against me and will not leave them until I am convinced.					
iii) Any negative comment on my work will trigger ofmy thinking about my personal worth, unique characteristics and abilities which they are not aware of					
iv) I let out my feelings and emotions to my bosom friends and family members soon after the visit.					

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Conceptual Article

Modern Curricular Agenda for Tomorrow's ECCE**K.Thiyagu,**Assistant Professor, Dr.Sivanthi Aditanar College of Education,
Tiruchendur 628215. Tamilnadu, India.**Abstract**

The District Primary Education Programme (DPEP) is a major national initiative and a step forward towards achieving the goals of Universal Elementary Education (UEE). It has set forth the targets for itself to reduce the dropout rates and enhance the quality of learning of primary school children in a planned manner by making all-out efforts for and addressing issues related to the three major parameters of UEE that is universal enrolment, universal retention and enhancement of learning achievement level. Early Childhood Care and Education (ECCE) has been recognised as a crucial input for achieving the goals of UEE by providing necessary impetus to universal enrolment, retention and quality of learning at primary stage of education. This article explores the modern curricular system for future ECCE.

Keywords: Early Childhood Care and Education (ECCE), District Primary Education Programme (DPEP), Universal Elementary Education (UEE), Curriculum Development, Universal Enrolment, Retention, Learning Achievement

INTRODUCTION

Early childhood care and education (ECCE) poses a dilemma for curriculum designers. On the one hand, there is the need to guide the personnel in early childhood centres, especially when they have low certification and little training. A curriculum helps to ensure that staff cover important learning areas, adopt a common pedagogical approach and reach for a certain level of quality across age groups and regions of a country. A curriculum can also be a focus for further training. On the other hand, it is widely recognised that the aims of the ECEC curriculum must be broad, and contribute to the child's overall development as well as to later success in school. These aims will include, for example, health and physical development; emotional well-being and social competence; positive approaches to learning; communication

skills; cognition and general knowledge. These considerations suggest caution about designing a detailed cognitive curriculum, which staff should 'deliver' to compliant young children.

CURRICULAR AGENDA FOR ECCE

The curriculum is the sum total of all the experiences available to the child, and cannot be reduced to a syllabus. It has to be constructed to suit the child's requirements in different contexts, and should be in tune with the age, needs, and abilities of the child; it requires the full involvement of the teacher, both in building it and in transacting it in the classroom. It is equally important to reiterate that the curriculum should not be the drab, meaningless, and often cruel schedule that passes for preschool education today, according to which children are forced to do things most inappropriate for their age and needs.

The curricular framework may include then the following features:

- ❖ A statement of the principles and values that should guide early childhood centres
- ❖ A summary of programme standards that parents may expect in the early childhood centre e.g. child/staff ratios, educator qualifications, indoor and outdoor learning environments.
- ❖ Pedagogical guidelines outlining the processes through which children achieve the outcomes proposed, e.g. through experiential learning; open, play-based programming; involvement.
- ❖ Developmentally appropriate, activity based, and related to the child's needs, interests, and abilities, according to age;
- ❖ An integrated set of experiences to foster holistic growth and development in all domains such as health and well-being, and cognitive, physical, social, emotional, and language development through an interlinked approach;
- ❖ Able to help the child to adjust to the routines of primary school as well as to the demands of more formal teaching.

BASIC PRINCIPLES OF THE CURRICULAR FRAMEWORK

Plato's ideas that young children should be guided in state-run schools were as radical and unacceptable in his time as centuries later Gandhi's ideas about craft-based basic education were to his contemporaries. Western thinkers like Rousseau, Froebel, Dewey, Montessori, and

others have been pioneers in the movement of early childhood education. Their ideas have opened the way for sensorial and practical activities forming the curricular content. Their insistence on and insights into the importance of play, art, rhythm, rhyme, movement, and active participation led to the inclusion of these elements in classroom dynamics. The ECCE teacher must be equipped with an understanding of the following basic principles:

- ❖ Play as the basis for learning
- ❖ Art as the basis for education
- ❖ Recognition of the special features of children's thinking
- ❖ Blend of the textual (basic literacy and numeracy) and the cultural
- ❖ Mix of formal and informal interaction
- ❖ Experience of both familiarity and challenge in everyday routines
- ❖ Primacy of experience rather than expertise
- ❖ Developmentally appropriate practice and flexibility
- ❖ Use of local materials, arts, and knowledge
- ❖ Integration of health and well-being based on healthy habits

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN AT DIFFERENT AGES

Infants and toddlers (0-2+): Infants and toddlers learn by experiencing the environment through their senses (seeing, hearing, tasting, smelling, and feeling), by physically moving around, and by being in the midst of socially responsive adults. Infants who are not mobile also absorb and organize a great deal of information about the world around them, and benefit from caregivers who carry them around and show them interesting events and people. Mobile infants and toddlers increasingly use toys, language, and other learning materials in their play.

3 to 5-year-olds: Three-year-olds love to talk and listen but they also need activity and movement, with major emphasis on large-muscle activity.

They enjoy dramatic play, wheel toys and climbers, puzzles and blocks, and opportunities to talk and listen to simple stories. Four-year-olds enjoy a greater variety of experiences and more small-motor activities such as using a pair of scissors, doing art work, playing with manipulative objects like puzzles, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, colour, or size.

6 to 8-year-olds: Six-year-olds are active and demonstrate considerable verbal ability, and develop concepts and problem solving skills based on these experiences. Children are able to understand rules and play elaborate games with rules. Competitive and team games can come only after this stage has been reached. Most 6-year-olds and many 7- and 8-year-olds may be more mature mentally than physically. Therefore, hands-on activity and experimentation are more appropriate for this age group than fatiguing mechanical seatwork.

CURRICULUM FOR INFANTS AND TODDLERS (02+)

ECCE settings for the very young usually need to be colorful and rich in manipulative objects or rocking toys that appeal to infants and toddlers, with careful supervision and intervention when required. Warm and responsive adults provide trust and support, creating dependable adult child relationships. Children learn to relate to others through rich sensorial activities, which provide the base for concept formation. Infants and toddlers learn through their own experience of trial and error, repetition, imitation, and identification. All infants are unique, and their needs and states vary from moment to moment. Adults must respond to infants' changing signals with sensitivity. Continuity and consistency in care giving are vital. The schedules of adults must adapt to the rhythms of babies' needs. Holding and touching are determined by babies' preferences. Within the home, the mother massages the baby, sings infant rhymes, and plays baby games that stimulate the child to distinguish the familiar face from the stranger's face, a skill mastered by the time the baby is 9 months old.

In the second year of life, the infant is able to recognize people and has the beginnings of language. Conversations, picture books, and objects are an essential part in the infant's environment. Outdoor play and being with other playmates fosters curiosity and willfulness. Two-year-olds need sand play, ball play, and many experiences of filling and pouring to allow for fine motor experiences.

CURRICULAR FRAME WORK FOR 3 5+ CHILDREN

The curriculum is the sum total of everything that happens in the classroom, and its contents can be drawn from the child's entire natural and social world. The strategies and methods to be followed by the teacher must be drawn from these basic principles, and should be adapted to the age of the child.

Play as the Basis for Learning: Play is natural, spontaneous, attractive, and enjoyable, an rewarding to children, and it is self-initiated. Children do not engage in play because of its

learning outcomes, yet it has been shown that play prompts growth and development in each domain of development. The term 'activity-based curriculum' is sometimes preferred to 'play-based, curriculum'. ECCE settings must cater to the requirements of supervised play with objects such as balls, sand boxes, swings, and rocking toys.

The Arts as a Basis for Education: The arts are integral to developing children's interest and have the propensity of naturally invoking a flow of children's responses. Aesthetic experiences through music and art can easily be a part of the daily routine, for example, beginning the day with songs, group movements, and physical exercise. Each day needs a song time, when children can repeat songs or rhymes. Creative drama is a particularly enabling experience that sharpens children's gaze and observation.

Recognition of the Special Features of Children's thinking: They learn mathematics and science by pouring water into bottles, filling cups with sand, counting beads, and distributing plates for snacks. They enjoy sorting objects and arranging them in ascending or descending order. They learn about transformation in the environment by watching plants grow. The ECCE teacher needs to draw the children's attention to such acts through conversations.

Basic Literacy and Numeracy: One of the complaints voiced most often about a play-based curriculum is the absence of emphasis on the teaching of the Three Rs Reading, Writing, and Arithmetic. It would be unfair to young minds at this stage to expect them to grapple with the abstract. Yet learning the vocabulary of quantity heavy light, less, few many and understanding the difference through activities would clarify pre-numeracy concepts.

Mix of Formal and Informal Interaction: Play interspersed with sit-down activities can help channel the restlessness, energy, and active disposition of young children.

A special time can be set aside when children are encouraged to talk about their personal preferences and choices or to describe events that hold special meaning. Classrooms need to be organised so that they have both small group areas as well as 'big circle time' for the whole group to meet and interact.

Familiarity and Challenge in Everyday Rhythms: Children need to repeat not only songs and stories but also activities. During the early years, repetition is an essential form of learning. Therefore, the daily timetable should include certain basic activities every day. This gives children a sense of security. But the routines should not be rigid

Primacy of Experience, Not Expertise: The ECCE classroom must be lively and offer wide-ranging activities for children to be intellectually curious. Often the inputs tend to be guided by anxiety about what the children may not be able to accomplish. It is true that we cannot advise embroidery as a task, yet children can learn to see that fabrics have many textures and colors.

Use of Local Materials, Arts, and Knowledge: One of the easiest tasks for any ECCE teacher is to pick up leaves, pebbles, and flower petals from the ground and use them for sorting activities according to colour, shape, or size. Rangoli, kolam, and alpana are floor arts prevalent in different regions oldie, and children can be helped to use the materials creatively.

Developmentally Appropriate Practices: The practices need to cover all areas of development physical, social, emotional, and cognitive and to be linguistically rich in ways that are age related, individually appropriate, as well as contextually meaningful. Learning activities must be concrete, real, and relevant to the lives of children as learning is an interactive process.

Health, Well-being, and Healthy Habits: The ECCE setting can orient children to life-skills learning such as keeping clean teeth and nails, washing behind the ears and between toe, as well as create awareness about indicators of poor health and avoidance of certain practices. Children in the 3 to Sage group are in the process of forming habits. Teaching children healthy habits is equipping them with attitudes of self-care and clean living, and encouraging them to develop self- monitoring competencies. The noon meal is an opportunity not only for providing nutrition but, more importantly, for sitting together, sharing food, and eating in a pleasant atmosphere.

CURRICULUM IN THE EARLY PRIMARY GRADES, 6 8+ CHILDREN

At this stage, children need help in getting gradually accustomed to the formal routines of the school as well as in learning the basics of literacy (reading and writing) and numeracy (understanding and applying mathematical concepts and gaining systematic knowledge of the social and natural environment). That is why it is suggested that the basic principles already outlined here should be applied to develop the curriculum for the first two years of primary school. This would help in the transition to a different stage of education; it has to be done by curriculum designers and teachers at the primary level.

The following guidelines are suggested:

Strategies for Classroom Interactions

- ❖ Provide concrete experiences, Teach through peer interaction.
- ❖ Encourage cooperative learning,
- ❖ Use the project method to initiate integrated learning.
- ❖ Work for the active involvement of children
- ❖ and Utilize drama for language teaching.

Teacher Child Relationships

- ❖ Allow children to express their feelings,
- ❖ Share their trials and triumphs.
- ❖ Be responsive and reach out to children.

TECHNOLOGICAL PRACTICES OF CHILDREN IN ECCE

In the context of information and communication, the Ministry of Education define 'technology' as including "systems that enable the collection, structuring, manipulation, retrieval, and communication of information in various forms". Over time, there has been a shift where describing ICT, from being any device that facilitates communication, to a focus on electronic devices. This seems to be a common understanding of information and communication technology from recent literature, which regards ICT as electronic tools including computers, the Internet, faxes, phones, televisions, video, CD and DVD players.

Old understandings are being replaced by new in the literature, as popular perceptions change, and ICT becomes more commonplace in ECE.

The introduction of ICT into ECE has occurred with incredible pace. Without "guidance, examples, and support for their own professional learning, early childhood teachers and centres have made their own decisions about the nature and extent of ICT use in children's learning". The integration of ICT into children's experiences to enhance their learning, and introduces ICT as a resource to support practice. As ICT continues to be more established in ECCE, there will be an increasing need for research to identify pedagogical and integration issues in the India ECE context. There will be a need to more fully explore teacher constructs of the place of ICT in ECE, including the place of ICT in technology education. The emergence of a new term, which describes the pedagogical use of ICT to enhance teaching and learning,

is timely. In the latest Ministry of Education documents, the term 'e-Learning'; 'learning and teaching that is facilitated by or supported through the smart use of information and communication technologies' is being used. The adoption of this term in ECE could see the focus shift from the technologies, back to the teaching and learning.

CONCLUSION

As one of the newest curriculum subjects, technology education has developed considerably in the past ten years. At the same time innovations in ICT have blurred the lines between teaching and learning with, use of, and around ICT in technology education. There have been inevitable confusions around the terminology, in part because of the newness of these disciplines, and in part because the advent of ICTs has facilitated communication to the extent that we have access to information from around the world. What we can be sure of is that our understandings today will tomorrow be as obsolete. Ultimately, even the best curriculum can be transacted only by a trained and sensitive teacher. To make a success story of ECCE from Oto 8 years, a new type of teacher is required, one who is professionally trained and specifically sensitized to the perspectives of child development. The professional preparation of teachers for this stage, hitherto unplanned and uncared for, calls for thoughtful planning of training sequences relevant to the developmental needs of early childhood.

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