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EDITORIAL

"We cannot hold a torch to light another path without brightening our own"

Teacher Education has long been recognized as a major contributing factor to the social, cultural and intellectual life. According to a saying, "If you plan for a year, plant crops; if you plan for ten years, plant trees; and if you plan for hundred years, educate the people". Initiatives taken to make the citizens of a country more knowledgeable is the simplest way to empower every citizen to become self-reliant and self-sufficient that leads to self-sustainability. The twenty first century is experiencing a knowledge explosion. The usage of the internet has shrunk the globe to a village and the citizens are open to world knowledge. Academic institutions are indeed, contributing significantly to social development and refinement of individual perception. The academic inputs, therefore must be significant to satisfy the competitive urge for excellence in the world.

This issue of the Journal which is published bi-annually contains research articles by teacher educators and research scholars on various key issues prevalent among school students and teachers. Dr. Amaladoss Xavier and S. Prakash discuss the need for students to develop a positive attitude towards science. K. Saikumari has advanced a cogent plea to improve environmental sensitivity among students which will contribute to the creation of sustainable environment. Another welcome article is by U. Pandian who has explored the relationship between problem solving ability and anxiety of high school students. Dr. P. Annaraja and C. Ramesh have made a Gender-wise analysis on Emotional Intelligence of B.Ed. students in Distance Education which provides useful suggestions about the necessary guidance programmes to be offered for prospective teachers. The study on thinking styles of prospective teachers by Dr. Amaladoss Xavier and S. Sherlin stresses the need for teachers to develop the desired thinking styles so as to strengthen their teaching competencies and skills.

The entire gamut of articles is, thus, directed on exploring and enhancing the quality ethos of teacher education. It is our hope that the readers will perceive through this issue a tremendous scope for identifying gaps in their ongoing programmes and will certainly come out with viable plans of remedial and corrective actions at their own levels.

Dr. J.E. Vallabi Associate Editor.

Research Article

Attitude towards Science and Personality Dimensions of Student Teachers**Rev.Dr. S. Amaladoss Xavier SJ**

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Abstract

This paper reports on attitude towards science and personality dimensions of student teachers. The sample consists of 1080 student teachers of Madurai revenue district. A scale on attitude towards science was used to get the data from the student. Percentage analysis, 't' test, chi-square test and Pearson-product moment correlation were used for analyzing the data. The result shows that there is a positive correlation between attitude towards science and personality dimensions of student teachers.

Keywords: Attitude towards Science, Personality Dimensions, Student Teachers, Correlation, Madurai District, Educational Research, t-Test, Chi-Square Test, Pearson Correlation

INTRODUCTION

Modern society is being influenced by the scientific environment and its application and science has become an integral part of our daily life. A citizen of modern India sees the countless manifestations of science around him. According to Education Commission, "Science education must become an integral part of school education and ultimately study of science should become a part of all courses in the humanities and social sciences at the University stage." The Commission further says that "mingling of science and spirituality is of special significance for Indian education."

Having undergone the process of education every individual forms some kind of attitude towards science. These attitudes are likely to be permanent. Student teachers (B.Ed. Trainees) are adults who have chosen teaching as their profession with a willingness to undergo a positive attitude towards different subjects including science. Hence the prospective secondary school science teachers are expected to possess positive attitudes towards science

which helps to improve themselves and to motivate the students in learning science and also in encouraging learning, training and research in the field of science.

OBJECTIVES OF THE STUDY

- ❖ To find out the level of attitude towards science and personality dimensions of student teachers.
- ❖ To find out the relationship between attitude towards science and personality

NULL HYPOTHESIS

- ❖ There is no significant difference in attitude towards science of student teachers with respect to a) Gender, b) Type of college, c) Nature of college
- ❖ There is no significant association in attitude towards science of student teachers with respect to Educational Qualification
- ❖ There is no significant difference in personality dimensions of student teachers with respect to a) Gender, b) Type of college, c) Nature of college
- ❖ There is no significant association in personality dimensions of student teachers with respect to Educational Qualification

METHODS

Survey method of research was adopted for the study.

SAMPLE

1080 B.Ed., students from 20 colleges of education, Madurai revenue district were selected through random sampling technique for the study.

TOOL

Attitude towards Science Scale developed by the investigator, Multi-Dimensional Personality Inventory by Manjurani Agarwal were used for data collection.

DATA ANALYSIS

Percentage analysis, 't' test, chi-square test and Pearson- product moment correlation were used for analyzing the data.

**LEVEL OF ATTITUDE TOWARDS SCIENCE AND PERSONALITY DIMENSIONS
OF STUDENT TEACHERS**

Table -1

Level Of Attitude Towards Science And Personality Dimensions Of Student Teachers.

S.No	Level of attitude towards science	No. of students	%	Level of personality dimensions	No. of students	%
1.	Low	112	10.4	Low	146	13.5
2.	Moderate	771	71.4	Moderate	777	71.9
3.	High	197	18.2	High	157	14.5
4.	Total	1080	100.0	Total	1080	100.0

It is inferred from the above table that 10.4% student teachers have low level, 71.4% student teachers have moderate level and 18.2% of student teachers have high level of attitude towards science. Further it is inferred that 13.5% student teachers have low level, 71.9% student teachers have moderate level and 14.5% of student teachers have high level of personality dimensions.

ATTITUDE TOWARDS SCIENCE OF STUDENT TEACHERS

Table -2

Difference In Attitude Towards Science of Student Teachers

Factor		N	Mean	S.D	t value	Remarks
Gender	Male	316	82.90	13.019	0.329	NS
	Female	764	83.19	13.749		
Type of college	Women	555	82.95	13.418	0.387	NS
	Coeducation	525	83.27	13.667		
Nature of college	Govt. Aided	90	90.24	14.437	5.291	s
	Self-finance	990	82.46	13.268		

(At 5% level of significance the t value is 1.96)

It is inferred from the above table that the calculated values (0.329 & 0.387) are less than the table value of 't' (1.96). Hence the null hypotheses are accepted. Thus there is no significant difference between male and female, women and co-education student teachers in

attitude towards science. As the calculated value (5.291) is greater than the table value of 't' (1.96) the null hypothesis is rejected.

Thus there is significant difference between Govt. Aided and self-financing student teachers in attitude towards science.

ATTITUDE TOWARDS SCIENCE AND EDUCATIONAL QUALIFICATION OF STUDENT TEACHERS

Table 3

Association between Attitude towards Science and Educational Qualification of Student Teachers

Factors		Attitude towards science				df	Calculated Chi-square value	Remarks
		Low	Moderate	High	Total			
Educational qualification	UG	82	600	157	839	4	3.983	NS
	PG	27	141	36	204			
	M.Phil	3	30	4	37			

(For 4 df at 5% level of significance the Chi - square value is 9.488)

It is inferred from the above table that the calculated Chi - square value (3.983) is less than the table value of Chi - square (9.488). Hence the null hypotheses are accepted. Thus there is no significant association between educational qualification of student teachers and their attitude towards science.

PERSONALITY DIMENSIONS OF STUDENT TEACHERS

Table- 4

Difference In Personality Dimensions Of Student Teachers

Factors		N	Mean	S.D	t value	Remarks
Gender	Male	316	217.22	21.347	1.593	NS
	Female	764	215.10	19.217		
Type of college	Women	555	214.69	20.007	1.744	NS
	Coeducation	525	216.80	19.700		
Nature of college	Govt.Aided	90	218.94	19.285	1.609	NS
	Self-finance	990	215.43	19.913		

(For 1078 df at 5% level of significance the t value is 1.96)

It is inferred from the above table that the calculated 't' values (1.593, 1.744 and 1.609) are less than the table value of 't' (1.96). Hence the null hypotheses are accepted. Thus there is no significant difference between male and female, women and co-education, Govt. Aided and self-finance student teachers in personality dimensions.

PERSONALITY DIMENSIONS AND EDUCATIONAL QUALIFICATION OF STUDENT TEACHERS

Table - 5

Association between Personality Dimensions and Educational Qualification of Student Teachers

Factors		Attitude towards science				df	Calculated Chi-square value	Remarks
		Low	Moderate	High	Total			
Educational qualification	UG	110	600	129	839	4	3.216	NS
	PG	30	152	22	204			
	M.Phil	6	25	6	37			

(For 4 df at 5% level of significance the Chi - square value is 9.488)

It is inferred from the above table that the calculated Chi- square values (3.276) is less than the table value of Chi - square (9.488). Hence the null hypotheses are accepted. Thus there is no significant association between educational qualification of student teachers and their personality dimensions.

ATTITUDE TOWARDS SCIENCE AND PERSONALITY DIMENSIONS OF STUDENT TEACHERS

Table 6

Correlation between Attitude towards Science and Personality Dimensions of Student Teachers

Factors	Table value	Calculated r value	Remarks
Attitude towards science and personality dimensions	0.081	0.223	S

It is inferred from the above table that the calculated r value (0.223) is greater than the table value (0.081). Hence the null hypothesis rejected. Thus there is a significant correlation of attitude towards science on personality dimensions of student teachers.

FINDINGS

1. Attitude towards science

- 1.1. 10.4% of student teachers have high level of attitude towards science.
- 1.2. Male and Female student teachers do not differ in their attitude towards science.
- 1.3. There is no significant difference between the student teachers studying in women and coeducational colleges in their attitude towards science.
- 1.4. There is significant difference between Govt. Aided and Self finance student teachers in their attitude towards science.
- 1.5. There is no significant association between attitude towards science and educational qualification of student teachers.

2. Personality dimensions

- 2.1. 14.5% of students have high level of Personality dimensions.
- 2.2. Male and Female student teachers do not differ in their Personality dimensions.
- 2.3. There is no significant difference between the student teachers studying in women and coeducational colleges in their Personality dimensions.
- 2.4. There is no significant difference between Govt. Aided and self-finance student teachers in their Personality dimensions.
- 2.5. There is no significant association between Personality dimensions and educational qualification of student teachers.

3. Relationship between attitude towards science and personality dimensions of student teachers.

- 3.1. There is a significant correlation between attitude towards science and personality dimensions.

INTERPRETATIONS

The 't' test results shows that there is no significant difference in the attitude of male and female student teachers towards science subject. It can be said that gender when given

equal opportunities has no role to play in the attitude of male and female student teachers towards science subject.

The 't' test also reveals that there is a significant difference in Govt. Aided and Self Financing student teachers in attitude towards science. This may be because of Govt. Aided colleges having good institutional facilities, experienced faculty conducting more workshops and seminars for the science students. It is also inferred from the association studies there is no association between attitude of student teachers and their educational qualifications.

It is clear from the above study that there is no significant difference in personality dimensions of student teachers with respect to Gender, Type of college and Nature of college. This clearly indicates that the above variables do not have influence on personality dimensions of student teachers. It is also inferred from the association studies that there is no association between personality dimensions of student teachers and educational qualification.

It is clear from the above study there is a significant correlation between attitude towards science and personality dimensions of student teachers.

RECOMMENDATIONS

1. The colleges have to take responsibility to conduct seminar and workshop to develop and to improve the positive attitude of the B.Ed., college students towards science.
2. The students should realize their responsibilities and to develop positive attitude towards science.
3. Technological tools and software can be used in classroom science teaching which can enhance positive attitude towards science. Student teachers can be encouraged to perform various science projects.

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Research Article

Pro Environmental behavior of Secondary and Higher Secondary Students from Urban and Rural Areas.

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Abstract

Many necessary individuals and institutions today are of the opinion that education is the key to increase awareness, knowledge and concern for environment among students and as a result promote pro-environmental behavior. Pro-environmental behaviour can be defined as actions of an individual or group that advocate and/or result in the sustainable use of natural resources (Sivek and Hungerford, 1989/90). This paper is based on an empirical research work done to assess Pro environmental behavior of secondary and Higher Secondary students from urban and rural areas.

Keywords: Pro-Environmental Behavior, Secondary Students, Higher Secondary Students, Urban and Rural Areas, Environmental Awareness, Sustainable Development, Environmental Education

INTRODUCTION

World educators and environment specialists have repeatedly pointed out that a solution to environmental crisis will require an environmental awareness and its proper understanding which should be deeply rooted in the education system at all levels of school education (Shukla, 2001).

The existing curricula at primary, secondary and college levels provide a lot of opportunities to make the students aware of the environment. The integration of environmental education is possible if teachers have a will to introduce it in a quite natural way while teaching different curricular areas at primary, secondary and higher education level. In this present context the need for studying the environmental awareness, knowledge attitude, concern and

ethics of school students is a must. It is very much an essential need for each individual to develop an awareness of protection and preservation towards environment.

Further the review of related literature also reflects on the fact that very few studies have been carried out in India investigating the pro-environmental behaviour of students and the factors contributing to it. Thus the need is felt to assess the pro- environmental behaviour of our students and the present investigation is carried out.

Background of the Study

According to Marquit (2008) threat perception related to environmental issues such as air pollution may be a determinant of pro environmental behaviours.. A secondary data analysis was conducted using data from the Air Quality Perception Survey conducted in Cache County, Utah. The survey focused on the public perception of air pollution in Cache County and perceived impact on personal and community life. From a sample of 289 returned surveys, the data were examined to determine the possible link between threat perception and the decision to engage in specific pro- environmental and avoidance behaviours. The analysis found that threat perception predicted some pro-environmental and avoidance behaviours.

Operational Definition

According to Kollumuss and Agyeman (2002), pro-environmental behavior is the behavior that consciously seeks to minimize the negative impact of one's actions on the natural and built world (e.g. minimize resource and energy consumption, use of non-toxic substances, reduce waste production).

MAJOR OBJECTIVES OF THE PRESENT STUDY

- ❖ To develop appropriate scales to assess the Pro-environmental behavior of the students
- ❖ To compare students' pro-environmental behavior of the students based on location of the schools, level of education and gender.

METHOD OF INVESTIGATION

Population and Sample Characteristics

The study has been aimed at the population of students at the secondary and higher secondary levels, belonging to different locations, namely, rural and urban. Random sampling method has been intended for obtaining the sample. The sample size is 731. It includes 360

students from rural areas and 371 students from urban areas. About 182 students from secondary level and 194 students from higher secondary level were taken as sample from rural areas.

About 178 students from secondary level and 177 students from higher secondary level were taken as sample from urban areas .The sample includes boys and girls.

1.18.3 Tools

Pro-environmental Behaviour Scale

In the present investigation an appropriate tool was designed to assess the pro-environmental behavior of students in our Indian context. It had content validity It consists of 40 items (18 statements pertaining to direct pro-environmental behaviour and 22 statements pertaining to indirect pro-environmental behaviour) on a Likert Scale with five alternatives, namely, Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree.

Analyses:

The data was subjected to statistical analysis. Critical ratio was found out to find out the significant difference between the variables.

Table-I

Showing Significance of Mean Difference between Students in Rural and Urban Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Rural	360	90.35	16.30	0.86	1.28	46.02	0.01
Urban	371	149.18	18.07	0.94			

The obtained value is higher than the table value at 0.01 level. From the table above, it could be interpreted that students in urban area schools differ significantly in their pro-environmental behavior from the students from rural areas.

Table-II

Showing Significance of Mean Difference between Students at the Secondary and Higher Secondary Levels in Rural Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Secondary	182	76.81	8.86	.66	.92	29.42	0.01
Higher Secondary	178	104.20	8.81	.66			

The obtained value is higher than the table value at 0.01 level In the above table, it is seen that students at the higher secondary level are significantly better in pro-environmental behaviour when compared to students at the secondary level in rural area schools.

Table-III

Showing Significance of Mean Difference between Students at the Secondary and Higher Secondary Levels in Urban Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Secondary	194	133.86	8.58	.62	.89	36.21	0.01
Higher Secondary	177	165.96	8.47	.64			

The obtained value is higher than the table value at 0.01 level In the above table, it is evident that the students in urban area schools at the higher secondary level differ significantly and are much better with reference to pro-environmental behavior when compared to the students from secondary level.

Table-IV

Showing Summary of Significance of Mean Difference between Boys and Girls at the Secondary Level in Rural Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Boys	90	69.28	4.19	0.44	0.71	21.11	0.01

Girls	92	84.18	5.26	0.55			
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From the table it is evident that there is significant difference in the pro-environmental behavior between the boys and girls at secondary level from rural areas.

Table-V

Showing Summary of Significance of Mean Difference between Boys and Girls at the Higher Secondary Level in Rural Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Boys	90	96.93	4.68	0.49	0.73	20.26	0.01
Girls	88	111.63	4.99	0.53			

The obtained value is higher than the table value at 0.01 level From the table it is evident that there is significant difference in the pro-environmental behavior between the boys and girls at Higher secondary level from rural areas.

Table-VI

Showing Summary of Significance of Mean Difference between Boys and Girls at the Secondary Level in Urban Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of Significance
Boys	96	128.33	37.25	0.74	0.95	11.52	0.01
Girls	98	139.28	5.92	0.60			

The obtained value is higher than the table value at 0.01 level from the table it is evident that there is significant difference in the pro-environmental behavior between the boys and girls at secondary level from urban areas.

Table-VII
Showing Summary of Significance of Mean Difference between Boys and Girls at the
Higher Secondary Level in Urban Area Schools

Group	N	Mean	SD	SED	SEM	CR	Level of significance
Boys	82	157.93	3.41	0.38	0.60	24.92	
Girls	95	172.83	4.42	0.43			

From the table it is evident that there is significant difference in the pro-environmental behavior between the boys and girls at higher secondary level from urban areas.

FINDINGS

- ❖ The students in urban area schools differ significantly in their pro-environmental behavior from the students from rural areas.
- ❖ The students at the higher secondary level are significantly better in pro-environmental behavior when compared to students at the secondary level in rural area schools.
- ❖ The students in urban area schools at the higher secondary level differ significantly and are much better in their pro-environmental behavior than students at secondary level.
- ❖ There is significant difference in the pro environmental behavior between the boys and girls at secondary level from rural areas.
- ❖ There is significant difference in the pro environmental behavior between the boys and girls at Higher secondary level from rural areas.
- ❖ There is significant difference in the pro environmental behavior between the boys and girls at secondary level from urban areas.
- ❖ There is significant difference in the pro environmental behavior between the boys and girls at higher secondary level from urban areas.

CONCLUSION

Raising the individuals' awareness of the environmental problems, improving environmental sensitivity will make great contributions to the creation of sustainable environment (Hsu, 2004). School students mostly acquire information about environmental

problems from radio and television, internet, newspapers and magazines. Since media plays an important role in daily life, television channels should reserve more place and time for environmental programs, and the results of the environmental-friendly activities and campaigns should be broadcast so that the environmental awareness and sensitivity of the public can be fostered. In line with the increasing knowledge base will help improve the environmental attitudes, teachers at every level of education should teach their students that they have to live hand in hand with the environment.

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Research Article

Relationship between Problem Solving Ability and Anxiety of High School Students' In Pondicherry Region

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Abstract

The study has been conducted in Pondicherry region only. The researcher has taken 196 samples and it follow simple random sampling technique was utilised in the present study. The major findings are as follows, there is significant difference among the high school students' problem solving ability with respect to their Community (FC and SC&ST, BC and SC&ST, MBC and SC&ST). There is no significant difference among the high school students' anxiety with respect to their Community (FC/BC/MBC/SC&ST). There is no significant relationship between problem solving ability and anxiety of high school students' in Pondicherry region.

Keywords: *Problem Solving Ability, Anxiety, High School Students, Community Differences, Pondicherry Region, Educational Research*

INTRODUCTION

World educators and environment specialists have repeatedly pointed out that a solution to environmental crisis will require an environmental awareness and its proper understanding which should be deeply rooted in the education system at all levels of school education (Shukla, 2001). Problem solving involves efforts to develop or choose among various responses to attain desired goals. A person who develops a creative solution to an important problem generally spends long periods of time immersed in the problem, gathering knowledge relevant to it, and working on it. A person has an individual way of thinking, and although the methods followed depend on the kinds of problems to be solved, great thinkers seem to have a recurring pattern of approach to problem solving (Wallas, 1926). According to Polya (1962), solving a routine problem did not contribute to the mental development of the student. He believed that to provide an opportunity for students to develop higher-order thinking in the process of

understanding, analysis, exploration and application of mathematical concepts, non-routine problems should be employed. However, students generally fear the idea of solving non-routine problems because these problems are usually non-standard, involving unexpected and unfamiliar solutions. Besides, students are also apprehensive, anxious and extremely uncomfortable because they are not able to recall and apply learned procedures in a straightforward way.

Anxiety disorders are among the most common psychiatric disorders affecting children and adolescents with an average prevalence rate of about 8% (Albano, Chorpits, & Barlow, 2003). Children with internalizing disorders such as depression and anxiety are often overlooked, and because anxiety presents in many different ways, including irritability (Tomb & Hunter, 2004). Symptoms and impairments are not addressed. Negative effects of anxiety in school aged children include deficiencies in learning achievement and verbal and nonverbal problem solving, heightened dependence on adult attention seeking, increased aggressive feelings and low self-concept (Allen & Klein, 1996). It is particularly difficult to recognize anxiety symptoms in the school environment,

While students' naive ideas or preconceptions may interfere with their understanding of general concepts and thus influence their problem solving, anxiety may also high school students. Gabel and Sherwood investigated the effectiveness of four instructional strategies for teaching problem solving to students of various proportional reasoning abilities, visual and verbal preferences, and levels of anxiety. They suggested that teachers need to incorporate teaching strategies into lessons to reduce the level of students' anxiety. Students with high levels of anxiety and the absence of another aptitude (visual preference or proportional reasoning ability) profit by methods containing supportive material that is not mathematical in nature. Teachers should use supplemental materials and more visual approaches with high anxious students also deficient in proportional reasoning ability or with low visual preference (1983:175).

STATEMENT OF THE PROBLEM

The problem has selected for the present investigation is, "Relationship between Problem Solving Ability and Anxiety of High School Students' in Pondicherry Region"

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

1. To find out whether there is any significant difference in problem solving ability of high school students with respect to their:
 - ❖ Gender (Boys/Girls)
 - ❖ Community (OC/BC/MBC/SC&ST)
2. To find out whether there is any significant difference in the anxiety of high school students with respect to their:
 - ❖ Gender (Boys/Girls)
 - ❖ Community (OC/BC/MBC/SC&ST)
3. To find whether any relationship between problem solving ability and anxiety of high school students' in Pondicherry region.

HYPOTHESES

The following hypotheses were formulated for the present study:

1. There is no significant difference among the problem solving ability of the high school students with respect to their:
 - ❖ Gender (Boys/Girls)
 - ❖ Community (OC/BC/MBC/SC&ST)
2. There is no significant difference among the anxiety of the high school students with respect to their:
 - ❖ Gender(Boys/Girls)
 - ❖ Community (OC/BC/MBC/SC&ST)
3. There is no significant relationship between problem solving ability and anxiety of high school students' in Pondicherry region.

METHODOLOGY

Simple random sampling technique has been utilised by the researcher in order to draw the sample from schools. The study was conducted on a sample consisted of 196 high school students in Pondicherry region. The researcher collected sample from 3 schools (Govt./Self-finance/Govt. Aided) in Pondicherry region.

STATISTICAL TECHNIQUES USED

The investigators used the following statistical techniques for the present study. Mean (M), Standard Deviation (SD), ANOVA, 't' test.

TOOLS USED

The investigator utilized the research tool, the Problem solving ability it consists of 25 statements which was constructed and validated by L.N. Dubey. Anxiety scale standardized by Taylor (1964) and it comprises 50 items, each constructed in the form of true or false test.

ANALYSIS OF THE STUDY

Table - 1

The significance of the difference between the Means and 't' values of the Problem solving ability scores of Gender

S.No.	Sub samples	N	Mean	S.D	t Vaules	Remarks
1	Male	105	13.74	3.856	0.95	Not Significant
	Female	91	13.23	3.658		

From the 't' value of above table-I, it is seen that the gender influences the students problem solving ability. The analysis proves that gender (male/female) do not differ significantly in their problem solving ability of high school students in Pondicherry region. The null hypothesis is accepted "There is no significant difference among the high school students' problem solving ability with respect to their Gender (male/female)."

Table -2

Result of ANOVA (one way) for students of different type of Community for problem solving ability

Variable	Sub- Sample	Source of Variation	Sum of Squares	df	Mean squares	F ratio	Remarks
Problem Solving Ability	FC/BC/ MBC/ SC&ST	Between Groups	577.635	3	192.545	16.91	Significant at 0.05 level
		Within Groups	2185.36	192	11.382		
		Total	2762.995	195			

Data with respect to the above hypotheses is analysed using one way ANOVA. The F ratio obtained is 16.91. From the F value table it was found that the value required for significance is 2.60. The obtained F value is higher than the table value for significance at 0.05 level. The null hypothesis is rejected. i.e. There is no significant difference among the high school students' problem solving ability with respect to their Community (FC/BC/MBC/SC&ST). As the obtained "F" value is significant, there is need for the researcher to go for 't' - test.

Table - 3

The significance of the difference between the Means and 't' values of the Problem solving ability scores of among community students

S. No.	Sub Samples	N	Mean	S.D	t Value
Community	FC	43	14.58	2.96	0.51
	BC	45	14.24	3.14	
	FC	43	14.58	2.96	0.03
	MBC	60	14.58	3.60	
	FC	43	14.58	2.96	5.90
	SC&ST	48	10.50	3.62	
	BC	45	14.24	3.14	0.51
	MBC	60	14.58	3.60	
	BC	45	14.24	3.14	5.33
	SC&ST	48	10.50	3.62	
	MBC	60	14.58	3.60	5.83
	SC&ST	48	10.50	3.62	

From the 't' value of above table-3, it is seen that the different community influences the students problem solving ability. The analysis proves that FC and BC, FC and MBC, BC and MBC do not differ significantly in their problem solving ability of high school students in Pondicherry region. The null hypothesis is accepted "There is no significant difference among the high school students' problem solving ability with respect to their Community (FC/BC/MBC)." It is evident that the students of FC and SC&ST, BC and SC&ST, MBC and SC&ST differ significantly in their problem solving ability of high school students in Pondicherry region. The null hypothesis is rejected "There is no significant difference among the high school students' problem solving ability with respect to their Community (FC and SC&ST, BC and SC&ST, MBC and SC&ST."

Table 4

The significance of the difference between the Means and 't' values of the Anxiety scores of Gender

S. No.	Sub samples	N	Mean	S.D	t Vaules	Remarks
1	Male	105	23.65	5.969	0.90	Not Significant
	Female	91	22.80	6.996		

From the 't' value of above table-4, it is seen that the gender influences the students anxiety. The analysis proves that gender (male/female) do not differ significantly in their anxiety of high school students in Pondicherry region. The null hypothesis is accepted "There is no significant difference among the high school students' anxiety with respect to their Gender (male/female)."

Table - 5

Result of ANOVA (one way) for students of different type of Community for Anxiety

Variable	Sub-Sample	Source of Variation	Sum of Squares	df	Mean squares	F ratio	Remarks
Anxiety	FC/BC/ MBC/ SC&ST	Between Groups	229.671	3	76.557	1.85	Significant at 0.05 level
		Within Groups	7915.574	192	41.227		
		Total	8145.245	195			

Data with respect to the above hypotheses is analysed using one way ANOVA. The F ratio obtained is 1.85. From the F value table it was found that the value required for significance is 2.60. The obtained F value is lower than the table value for significance at 0.05 level. The null hypotheses is accepted. i.e. There is no significant difference among the high school students' anxiety with respect to their Community (FC/BC/MBC/SC&ST). As the obtained "F" value is not significant, there is no need for the researcher to go for 't' - test.

Table - 6
The correlation coefficient between Problem Solving Ability and Anxiety of High School Students

Variables	N	r value	Significant at 0.05 level
Problem Solving Ability	196	0.08	Not Significant
Anxiety	196		

One of the objectives of the present study was to find out whether there is any significant relationship between problem solving ability and anxiety of high school students' in Pondicherry region. To realize this objective the correlation coefficient between problem solving ability and anxiety of high school students was found out by using Pearson Product Moment Correlation. The results are given in table 6.

Table-6 shows that the correlation coefficient between attitude towards social science and anxiety is 0.08. This indicates that there is no significant relationship between problem solving ability and anxiety of high school students at 0.05 level. Therefore the null hypothesis that "There is no significant relationship between problem solving ability and anxiety of high school students in Pondicherry region." is accepted.

MAJOR FINDINGS

There is significant difference among the high school students' problem solving ability with respect to their Community (FC and SC&ST, BC and SC&ST, MBC and SC&ST).

There is no significant difference among the high school students' anxiety with respect to their Community (FC/BC/MBC/SC&ST).

There is no significant relationship between problem solving ability and anxiety of high school students' in Pondicherry region.

CONCLUSION

The aim of this study to improve social problem solving abilities can significantly reduce the severity of anxiety symptoms in young people. This study may be helpful for the teachers, parents and many others who are concerned with the education field to know the extent of anxiety among high school students.

Group and individual patterns of how students learned concepts and applied problem solving strategies were compared. We should provide guidance to high school students about the development of problem solving ability and reduce the anxiety. Problem solving strategies involve formal operational skills such as proportional reasoning, logical-deductive thinking.

They should be aware of the co-cognitive factors such as anxiety, self-concept, self-confidence, attitude, interest etc. which are responsible for the development of balanced personality. They should be properly guided to adjust to the environment and to have control over their psychological aspects. The parents, teachers, elders and all others in the society should take care of the adolescents' conflicts and should give timely guidance in order to overcome their difficulties. Reduction of anxiety is very much important to reach their goal.

The teachers and parents can give proper guidance to our students to finish or concluded the problem without anxiety. Trial and error a method of solving problems in which possible solutions are tried until one succeeds. Means-Ends Analysis a technique for solving problems in which the overall problem is divided into parts and efforts are made to solve each part in turn. A strategy for solving problems based on applying solutions that were previously successful with other problems similar in underlying structure.

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Research Article

A Gender-Wise Analysis on Emotional Intelligence of B.Ed. Students in Distance Education

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Abstract

The authors of this explain the emotional intelligence of male and female B.Ed. students studying in distance education departments of various universities. They have used the descriptive survey method for data collection. The population of the present investigation is the B.Ed. students in distance education mode of various universities. The population, 716 B.Ed. students were randomly selected as the sample for the study. The data were treated with the help of statistical procedures such as Mean, Standard Deviation and 't' tests. The finding revealed that male and female B.Ed. students do not differ in their emotional intelligence.

Keywords: Emotional Intelligence, B.Ed. Students, Distance Education, Gender Differences, Descriptive Survey, Mean, Standard Deviation, t-Test, Educational Research

INTRODUCTION

Professional success of a man mainly depends on his up-to-date professional knowledge, fullest devotion and dedication along with efficiency and effectiveness. In the present day world with advancement in technology, these qualities can be inducted only through education, since teaching occupies an honourable position in any country. Murthy (2005) rightly remarked, "Of all the human factors in the school system, the teachers occupy the key position because it is only through them that the ultimate process of education takes place. Without the man power of teachers no educational system can be conceived".

Teaching has been considered the world over as the noble profession and the society is indebted immensely to the teachers for the responsibility that they carry for shaping the destiny

of the nation by educating the younger generation. Therefore, teachers should have high academic as well as professional qualities.

They are to be further provided necessary facilities so that they may be able to lead their lives and perform their duties with great devotion and integrity.

NEED FOR THE STUDY

The contention that teachers are born, not made, can be true only in few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his tasks more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed.

Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the 'hit and miss' process, to accord a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and the taught. It has been aptly remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate teacher, you educate the whole community".

Emotional intelligence defines it as cluster of traits or abilities relating to the emotional side of life abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restraint one's impulses, recognizing and managing others' emotions and handling interpersonal relationship in an effective manner (Daniel Goleman, 1995).

A person's emotional intelligence helps him very much in all spheres of life through its various constituents namely self-awareness, management of self, social awareness and management of relationship with others. A student teacher cannot be an exception to this observed fact. In the case of a student teacher in all sense, his emotional intelligence essentially reflects his ability to deal successfully with the students and with his own feelings. These qualities count significantly towards his success in his area of achievement.

As one of the researchers is a teacher educator working in distance education department in a reputed university, the investigator had informal chats with the B.Ed. students and came to know about their level of emotional intelligence. He came to know that many student teachers did not possess adequate level of emotional intelligence very much needed for

them to undergo the teacher education programme successfully that would help them to become successful teachers in the future and prepare the youth for a bright future of the nation. Under these circumstances, the investigator has decided to undertake a comparative analysis on the emotional intelligence of male and female B.Ed. students in distance education mode.

Statement of the study

A GENDER-WISE ANALYSUS ON EMOTIONAL INTELLIGENCE OF B.Ed. STUDENTS IN DISTANCE EDUCATION

OPERATIONAL DEFINITIONS

Emotional Intelligence

According to Daniel Goleman (1995), it is an ability of an individual to use right type of emotion in a right time to the right person. In the present study it is referred as the score obtained by the B.Ed. students on Emotional Intelligence Scale developed by Thomas Alexander (2004).

B.Ed. Students in Distance Education

By this, the investigator means the students studying the B.Ed. degree course through distance education mode in Indira Gandhi National Open University, Tamil Nadu Open University and Manonmanoiam Sundaranar University.

OBJECTIVES

- ❖ To find out the level of emotional intelligence of B.Ed. students in distance education.
- ❖ To find out the level of emotional intelligence of male and female B.Ed. students in distance education.
- ❖ To find out significant difference between male and female B.Ed. students in distance education in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

METHOD USED

The investigators have employed survey method.

SAMPLE

716 B.Ed. students were selected using simple random sampling technique

TOOL USED

They adapted the Emotional Intelligence Scale developed by Thomas Alexander (2004) for data collection.

STATSTICAL TECHNIQUES USED

Mean, Standard Deviation and 't' test.

DATA ANALYSIS**TABLE- 1****Level of Emotional Intelligence of B.Ed. students in Distance Education**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Self-awareness	124	17.32	499	69.69	93	12.99
Self-management	126	17.60	470	65.64	120	16.76
Social Awareness	156	21.79	424	59.22	136	18.99
Relationship Management	169	23.60	449	67.71	98	13.69
Emotional Intelligence	131	18.30	457	63.83	128	17.88

TABLE- 2**Level of Emotional Intelligence of male and female B.Ed. students in Distance Education**

Dimensions	Sex	Low		Moderate		High	
		N	%	N	%	N	%
Self-awareness	Male	47	19.67	156	65.27	36	15.06
	Female	77	16.14	343	71.91	57	11.95
Self-management	Male	48	20.08	152	63.60	39	16.32
	Female	78	16.35	318	66.67	81	16.98
Social Awareness	Male	52	21.76	141	59.00	46	19.25
	Female	104	21.80	283	59.33	90	18.87
	Male	57	23.85	151	63.18	31	12.97

Relationship Management	Female	112	23.48	298	62.47	67	14.05
Emotional Intelligence	Male	52	21.76	140	58.58	47	19.67
	Female	79	16.56	317	66.46	81	16.98

NULL HYPOTHESIS

There is not significant difference between male and female B.Ed students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE-3

Difference between Male and Female B.Ed. Students in their Emotional Intelligence

Dimensions	Sex	N	Mean	SD	Calculated t Value	Table Value	Remark
Self-awareness	Male	239	30.18	8.95	0.67	1.96	NS
	Female	477	30.63	7.55			
Self-management	Male	239	43.02	11.55	0.61	1.96	NS
	Female	477	43.57	11.09			
Social Awareness	Male	239	20.47	6.39	0.38	1.96	NS
	Female	477	20.66	6.12			
Relationship Management	Male	239	48.55	12.75	0.62	1.96	NS
	Female	477	49.18	12.76			
Emotional Intelligence	Male	239	142.22	35.34	0.66	1.96	NS
	Female	477	144.04	33.56			

It is inferred from the above table that the calculated 't' values (0.67, 0.61, 0.38, 0.62 and 0.66) are less than the table value of 't' (1.96) for 714 degrees of freedom at .05/.01 level of significance. Hence the null hypotheses are accepted. Thus, there is no significant difference between male and female B.Ed. students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

FINDINGS

1. a) 12.99% of the B.Ed. students have high level of self-awareness.

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- b) 16.76% of the B.Ed. students have high level of self-management.
 - c) 18.99% of the B.Ed. students have high level of social awareness.
 - d) 13.69% of the B.Ed. students have high level of emotional intelligence.
 - e) 17.88% of the B.Ed. students have high level of relationship management
2. a) 15.06% of the B.Ed. students have high level of self-awareness.
11.95% of the B.Ed. students have high level of self-awareness.
 - b) 16.32% of the B.Ed. students have high level of self-management.
16.98% of the B.Ed. students have high level of self-management.
 - c) 19.25% of the B.Ed. students have high level of social awareness.
18.87% of the B.Ed. students have high level of social awareness.
 - d) 12.97% of the B.Ed. students have high level of relationship management
14.05% of the B.Ed. students have high level of relationship management
 - e) 19.67% of the B.Ed. students have high level of emotional intelligence.
16.98% of the B.Ed. students have high level of emotional intelligence.
3. There is no significant difference between male and female B.Ed. students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

DISCUSSION

From the present investigation, it is found that only 17.88% of the sample have high level of emotional intelligence. While studying in terms of the dimensions of emotional intelligence, very small amount of the respondents have high level of self-awareness, self-management, social awareness and relationship management. Moreover, majority of the sample have moderate level of emotional intelligence and its dimensions. This implies that the B.Ed. students in distance education are not emotionally mature enough and at the same time, they lack self-oriented characteristics. Their relationship with the society where they live is predominantly poor. Hence, they are found to be moderate.

With the sample of the study classified in terms of their gender, it is observed that 19.67% of male B.Ed. students have high level of emotional intelligence and only 16.98% of female B.Ed. student have high level of emotional intelligence. In the dimensions self-

awareness and social awareness, the male students found to be better than their female counterparts. But in the dimension relationship management, the female students are found to be better than their male counterparts. This shows the fact that the male B.Ed. student have wide range of outward exposure than the female counterparts. They spend most of their time with their friends for chatting and other allied activities. But the female students spend most of the time with their family members and they are trained by the elder members of the family. so, they are able to maintain the relationship with others.

From the analysis of data in the present investigation, male and female B.Ed. students in distance education do not differ significantly in their self-awareness, self-management, social awareness, relationship management and emotional intelligence. Moreover, the present study reveals another important as well as interesting finding that though the male and female B.Ed. students do not differ in their emotional intelligence, the female students established superiority in their mean scores on self-awareness, self-management, social awareness, relationship management and emotional intelligence. This shows the facts that the female regarding knowledge of self, society, making better relationships with others and managing their personal needs and interests.

SUGGESTIONS

The authors suggested the following for improving the emotional intelligence of B.Ed. students in distance education:

For improving the self-awareness and self-management of B>Ed. students, they should be properly guided with necessary guidance programmes by the experts. During the programme, the students should be tested with the psychological tools. The lacking areas should also be covered during the session.

The female students should be instructed about the importance of self-awareness and how to manage self-awareness for enhancing the emotional intelligence. Values related to society and responsibilities of the students over the social activities should be incorporated in the curriculum of B.Ed. students for improving their social awareness.

The teacher educators who are involved in the training of the future teachers should inculcate family and social values among students. Apart from the regular classroom sessions,

the teacher educators should spend more time with the B.Ed. students in distance education to develop such values.

CONCLUSION

The authors concluded that the gender-wise analysis on emotional intelligence of B.Ed. students in distance brought out the fact that the female students are lagging self-awareness, social awareness and emotional intelligence in toto.

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Research Article

A Study on Thinking Styles of Prospective Teachers**Rev. Dr. S. Amaladoss Xavier SJ**

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Abstract

Through this study, the investigator made an attempt to find out the thinking styles of prospective teachers in Kanyakumari revenue district. The objectives of the study were, i) To find out the level of thinking styles and its dimensions of prospective teachers. ii) To find out whether there is any significant difference in the thinking styles and its dimensions of prospective teachers with respect to their gender and qualification. Survey method was adopted by the investigator. The population for the present study consists of prospective teachers of Kanyakumari revenue district. Using stratified random sampling technique the investigator selected a representative sample of 900 prospective teachers from various Colleges of Education in Kanyakumari revenue district. To interpret the raw data, analyses were done using percentage, mean, standard deviation and t-test. The findings of the study revealed that, most of the prospective teachers seem to have moderate level of thinking styles in total and its dimensions. There is no significant difference in the thinking styles and its dimensions idiosyncratic thinking style, flexible thinking style, scientific thinking style, consequent thinking style and confused thinking style of male and female prospective teachers. But, there is significant difference in the dimension creative thinking style of male and female prospective teachers. There is no significant difference in the thinking styles and its dimensions flexible thinking style, consequent thinking style and creative thinking style of U.G and P.G qualified prospective teachers. But, there is significant difference in the dimensions idiosyncratic thinking style, scientific thinking style and confused thinking style of U.G and P.G qualified prospective teachers.

Keywords: Thinking Styles, Prospective Teachers, Gender Differences, Qualification Differences, Idiosyncratic Thinking, Flexible Thinking, Scientific Thinking, Creative Thinking, Consequent Thinking, Confused Thinking

INTRODUCTION

Education plays an important role in enabling a person to face the real life situation with adequate knowledge. Thinking is an important and vital topic in modern education. Whatever we do begins with a thought. Thinking is a mental attitude that sees the bright side of life, which admits into the mind, thoughts, words and images that are conducive to growth, expansion and success. Thinking style is the characteristic way of processing information. It's the way of acquiring knowledge, organize thoughts, form views and opinions, apply values, solve problems, make decisions, plan and express oneself to others. Thinking style is very important because it leads to clearer thinking, problem-solving, decision-making, more effective communication, improved work and relationships. It helps to achieve goals and attaining success, to improve the greater inner powers and strengths, to face the difficulties encountered along the way of life and to be happier in life. Such an important factor thinking styles should be inculcated among the students to make their life more comfortable. Then the question arises, who will inculcate this among the students. There is no doubt that, the answer will unanimously come as teachers. As teachers will help to promote the thinking styles of students, they should possess it in a great degree. Thinking styles is not a matter that can be developed over night, it should be developed progressively. By keeping this in mind, the investigator tried to find out the thinking styles of prospective teachers, since they are the future teachers.

OBJECTIVES

- ❖ To find out the level of thinking styles and its dimensions of prospective teachers.
- ❖ To find out whether there is any significant difference in the thinking styles and its dimensions of prospective teachers with respect to their gender and qualification.

HYPOTHESES

- ❖ The level of thinking styles and its dimensions of prospective teachers is moderate.

- ❖ There is no significant difference in the thinking styles and its dimensions of prospective teachers with respect to their a) gender and b) qualification.

METHODOLOGY

The investigator used survey method for the present study.

POPULATION AND SAMPLE

The population for the present study consists of all the prospective teachers of Kanyakumari revenue district. Using the stratified random sampling technique, the investigator selected a representative sample of 900 prospective teachers from various Colleges of Education in Kanyakumari district.

TOOLS USED

For the present study the investigator used the followings tools,

- ❖ Thinking Styles Scale prepared and validated by the investigator.
- ❖ Personal Data Sheet prepared by the investigator.

ANALYSIS OF THE DATA

To interpret the raw data, analyses were done using percentage, mean, standard deviation, and t-test. The results of the analyses are presented in the following tables.

- ❖ The level of thinking styles and its dimensions of prospective teachers is moderate.

Table 1
Level of Thinking Styles and its Dimensions

Dimensions	Low		Average		High	
	N	%	N	%	N	%
Idiosyncratic Thinking Style	124	13.8	611	67.9	165	18.3
Flexible Thinking Style	103	11.4	617	68.6	180	20.0

Scientific Thinking Style	119	13.2	596	66.2	185	20.6
Consequent Thinking Style	122	13.6	644	71.6	134	14.9
Creative Thinking Style	194	21.6	522	58.0	184	20.4
Confused Thinking Style	155	17.2	571	63.4	174	19.3
Thinking Styles in Total	99	11.0	676	75.1	125	13.9

It is inferred from the above table that 13.9%, 18.3%, 20.0%, 20.6%, 14.9%, 20.4% and 19.3% prospective teachers have high level thinking styles and its dimensions idiosyncratic thinking style, flexible thinking style, scientific thinking style, consequent thinking style, creative thinking style and confused thinking style.

2. There is no significant difference in the thinking styles and its dimensions of prospective teachers with respect to their a) gender and b) qualification.

It is inferred from the above table that 13.9%, 18.3%, 20.0%, 20.6%, 14.9%, 20.4% and 19.3% prospective teachers have high level thinking styles and its dimensions idiosyncratic thinking style, flexible thinking style, scientific thinking style, consequent thinking style, creative thinking style and confused thinking style.

2. There is no significant difference in the thinking styles and its dimensions of prospective teachers with respect to their a) gender and b) qualification.

Table 2.a

Difference in Thinking Styles and its Dimensions of Prospective Teachers with Respect to their Gender

Dimensions	Gender	N	Mean	S.D	Calculated tValue	p Value	Remarks
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Idiosyncratic Thinking Style	Male	172	54.16	8.39	1.48	0.14	N.S
	Female	728	53.10	8.37			
Flexible Thinking Style	Male	172	49.69	9.09	0.03	0.97	N.S
	Female	728	49.67	8.93			
Scientific Thinking Style	Male	172	43.87	7.89	0.39	0.69	N.S
	Female	728	43.62	7.68			
Consequent Thinking Style	Male	172	43.29	7.44	0.32	0.75	N.S
	Female	728	43.50	7.58			
Creative Thinking Style	Male	172	48.79	8.53	2.83	0.00	S
	Female	728	46.64	9.03			
Confused Thinking Style	Male	172	31.66	6.95	1.39	0.17	N.S
	Female	728	30.89	6.52			
Thinking Styles in Total	Male	172	271.48	35.47	1.31	0.19	N.S
	Female	728	267.42	36.72			

It is inferred from the above table that, there is no significant difference in the thinking styles and its dimensions idiosyncratic thinking style, flexible thinking style, scientific thinking style, consequent thinking style and confused thinking style of male and female prospective teachers. But, there is significant difference in the dimension creative thinking style of male and female prospective teachers. While comparing the mean scores, male prospective teachers (48.79) are better than the female prospective teachers (46.64) in their creative thinking style.

Table 2.b

Difference in Thinking Styles and its Dimensions of Prospective Teachers with Respect to their Qualification

Dimensions	Qualification	N	Mean	S.D	Calculated t Value	p Value	Remarks
Idiosyncratic Thinking Style	U.G	730	52.96	8.36	2.56	0.01	S
	P.G	170	54.78	8.32			

Flexible Thinking Style	U.G	730	49.59	8.92	0.54	0.59	N.S
	P.G	170	50.01	9.11			
Scientific Thinking Style	U.G	730	43.41	7.77	2.04	0.04	S
	P.G	170	44.75	7.42			
Consequent Thinking Style	U.G	730	43.42	7.58	0.37	0.72	N.S
	P.G	170	43.65	7.46			
Creative Thinking Style	U.G	730	46.89	9.02	1.11	0.27	N.S
	P.G	170	47.74	8.76			
Confused Thinking Style	U.G	730	31.30	6.44	2.52	0.01	S
	P.G	170	29.89	7.19			
Thinking Styles in Total	U.G	730	267.59	36.83	1.04	0.29	N.S
	P.G	170	270.82	35.016			

It is inferred from the above table that, there is no significant difference in the thinking styles and its dimensions flexible thinking style, consequent thinking style and creative thinking style of U.G and P.G qualified prospective teachers. But, there is significant difference in the dimensions idiosyncratic thinking style, scientific thinking style and confused thinking style of U.G and P.G qualified prospective teachers.

While comparing the mean scores, P.G qualified prospective teachers (54.78 & 44.75) are better than the U.G qualified prospective teachers (52.96 & 43.41) in their idiosyncratic thinking style and scientific thinking style. But, the mean scores reveals that, U.G qualified prospective teachers (31.30) are better than the P.G qualified prospective teachers (29.89) in their confused thinking style.

FINDINGS AND DISCUSSIONS

Most of the prospective teachers seem to have moderate level of thinking styles in total and its dimensions idiosyncratic thinking style, flexible thinking style, scientific thinking style, consequent thinking style, creative thinking style and confused thinking style.

The findings clearly indicate that, there is significant difference between male and female prospective teachers in the dimensions creative thinking style. The mean scores reveal that, male prospective teachers are better than the female prospective teachers in their creative thinking style. It may be due to the reason that, males are having the capacity to think a

particular issue divergently than females. It authorises the general fact that, most of the innovative works and discoveries are the result of male's creative thinking.

Further analyses reveal that, the dimensions idiosyncratic thinking style, scientific thinking style and confused thinking style of U.G and P.G qualified prospective teachers differs significantly. The mean scores reveal that, P.G qualified prospective teachers are better than the U.G qualified prospective teachers in their idiosyncratic thinking style and scientific thinking style. In the case of confused thinking style, the reverse is happen. This may be due to the reason that, P.G qualified prospective teachers possess more knowledge and experience than U.G qualified prospective teachers as idiosyncratic thinking and scientific thinking are the thinking styles, which are developed through the development of age and experience. Also, the knowledge and experience reduce the confusion arise. So, confused thinking style is more for U.G qualified prospective teachers than the P.G qualified prospective teachers. Thus, it is the need of the hour that everyone, especially the prospective teachers, concentrate on understanding the importance of thinking styles and try to cultivate the desired thinking styles.

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