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Dear Readers

Warm greetings!!!

The role of research in human life is an essential and also a vital pre-requisite for dynamic social order. New knowledge, new methods and new inventions become known and light up the path of man's vagueness and enhance comprehension of social interaction.

AKCE QUEST is a journal concerned with teachers, teaching and teacher education. AKCE QUEST aims to enhance theory, research, practice in teaching and teacher education through the publication of primary research and review papers.

This issue of the journal contains 7 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

Dr. A.R. Anandha Krishnaveni
Editor

CONTENTS

EFFECTIVENESS OF LIFE SKILLS INTERVENTIONAL PROGRAM IN ENHANCING PROBLEM SOLVING SKILLS AMONG B.ED SPECIAL EDUCATION STUDENT TEACHERS

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Abstract

The main aim of this study was to enhance the problem solving skill among B.Ed special education student teachers through life skills interventional program. Problem solving is a key skill, and it is the one that can make a huge difference in our life and career. Regardless of the nature of the problems, a fundamental part of every teacher's role is finding ways to solve them. The study has been conducted on a sample of 60 B.Ed student teachers to assess the effectiveness of interventional program on problem solving skills. For this study, life skill questionnaire with problem solving skill was constructed and standardized. Module on problem solving skill was prepared with objectives, steps in solving problems, various activities, story and importance of problem solving skill.

Introduction

"Before you act, listen.
Before you react, think.
Before you spend, earn.
Before you criticize, wait.
Before you pray, forgive.
Before you quit, try."

-----Ernest Hemingway

Problem solving is a key skill, and it is the one that can make huge difference in the life of the students. The problems can be large or small, simple or complex, and easy or difficult to solve. Regardless of the nature of the problems, a fundamental part of every individual's role is finding ways to solve them. So, being a confident problem solver is really important to success. All of us encounter problems day in and day out. A problem is any matter or question involving uncertainity, doubt or difficulty. The word problem itself has in it:

P: Patience.
R: Read the situation carefully.
O: Orient your thoughts.
B: Be cool, calm and in command.
L: Look for alternatives at every stage.
E: Ever in control of your ego.
M: Make it an adventure to learn, remember and cherish for the future.

Steps in Problem Solving

- Identifying.
- Accepting.
- Analyzing.
- Alterations.
- Decision making.
- Action and implementation.
- Evaluation.

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Need and Significance of the Study

Today one of the most important criteria for success in the education field is the ability to solve their problems on their own. Many students believe that school is about learning basic facts and simple skills. In reality, most courses require students to think through problems presented and give thoughtful answers. In mathematics, problems-solving skills help students apply principles to scenarios found in the real world. In engineering fields and computer science, problems-solving is needed to apply what is learned in school to programs and structures. This study will help the student teachers to analyze the situations and arriving at workable solutions including implementation and evaluation. This study will help them to deal with problems and overcome various challenges in their life and career. Ultimately, this study will help them to develop the problem solving skills thereby it help them to approach every problem with positive thinking.

Statement of the Problem

In the present investigation, the investigator intends to develop module for problem solving skill through experimental study in order to enhance the problem solving skill. Hence the problem for the present study is stated as follows: Effectiveness of life skills interventional program in enhancing problem solving skills among B.Ed special education student teachers.

Objectives of the Study

1. To help the student teachers to understand the meaning of problem solving.
2. To help the student teachers to understand the importance of problem solving.
3. To help the student teachers to analyze the situation to find out a solution to the problem.
4. To develop a module on problem solving skills.
5. To find out the significant difference in problem solving skills among the student teachers before and after the interventional program.

Hypotheses of the Study

1. There is no significant difference between the pretest scores of control group and experimental group with respect to their problem solving skill.
2. There is no significant difference between the posttest scores of control group and experimental group with respect to their problem solving skill.
3. There is no significant difference between the pretest and posttest scores of control group with respect to their problem solving skill.
4. There is no significant difference between the pretest and posttest scores of experimental group with respect to their problem solving skill.

Methodology

The investigator adopted experimental method as the study was experimental in nature. Experimentation is the name given to the type of educational research in which the investigator controls the educative factors to which a student or group of students are subjected during the period of enquiry and observes the resulting achievement. In this study the investigator adopted quasi-experimental design i.e. non-equivalent pre-test post-test design.

Sample

The investigator selected the B.Ed student teachers as ideal subject for studying the effectiveness of interventional programme on life skills. The sample for the study was 60 student teachers who have joined for B.Ed special education course in Dr. MGR Institute of Special Education and Research, Chennai, India. The Investigator divided the 60 students into two groups by matched pair procedure. One group was taken as control group and another group as experimental group.

Procedure and Data Gathering

The pretest was conducted among both control group as well as experimental group students. The performance of control group and the experimental group students was more or less the same. Experimental treatment was given to the experimental group. An ordinary treatment was given to the control group. A post test was conducted among both the groups of students. The students of experimental groups were able to score better than the students of control group in the post test. Thus the effectiveness of life skill interventional program in enhancing problem solving skills was established.

Statistical Techniques Used

Different analysis method was used for data analysis. It provided inferences involving determination of statistical significance of difference between groups with reference to selected variables. Mean, standard deviation and 't' test were used for this purpose.

Analysis of Data

Hypothesis: 1

There is no significant difference between the mean pretest scores of control group and experimental group with respect to their problem solving skill.

Table 1
Difference between the mean pretest scores of control group and Experimental group with respect to their problem solving skill

S.No.	Group	Sample size	Mean	Standard Deviation	Degrees of Freedom	Sig Value	Remarks at 0.05 level
1.	Control- Pre test	30	28.5	4.974	58	0.195	Not Significant
2.	Experimental – Pre test	30	26.7	5.464			

The above table shows that the mean scores of the pretest of control group with respect to their problem solving skills is 28.5 with standard deviation of 4.974 while the mean scores of the pretest of experimental group with respect to their problem solving skills is 26.70 with standard deviation of 5.464. Here the 'p' value is 0.195, which is more than the 'p' value at 95% confidence level (0.05) with degrees of freedom of 58. That is 0.195 > 0.05. The hypothesis which assumed no difference in the pretest scores of control and experimental group with respect to their problem solving skills is accepted. Hence we conclude that there is no significant difference between the pretest scores of the control group and experimental group with respect to their problem solving skills.

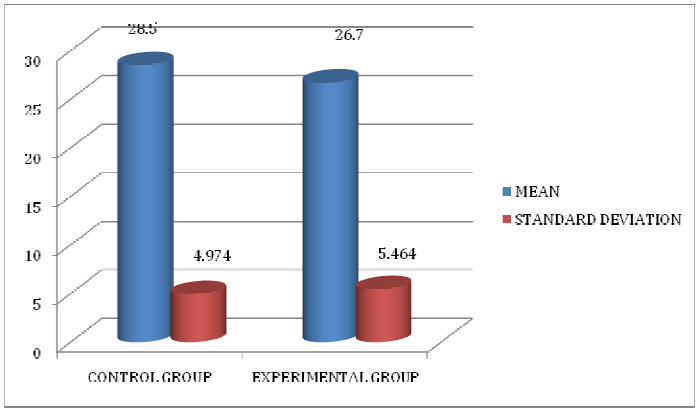

Figure 1
Mean Scores of Pre Test of Control Group and Experimental Group

Hypothesis:2 There is no significant difference between the mean posttest scores of control group and experimental group with respect to their problem solving skill.

Table 2
Difference between the mean posttest scores of control group and Experimental group with respect to their problem solving skill

S.No.	Group	Sample size	Mean	Standard Deviation	Degrees of Freedom	p Value	Remarks at 0.05 level
1.	Control- Post test	30	28.5	5.302	58	0.000	Significant
2.	Experimental- Post test	30	37.6	6.139			

The above table shows that the mean scores of the posttest of control group with respect to their problem solving skills is 28.5 with standard deviation of 5.302 while the mean scores of posttest of experimental group with respect to their problem solving skills is 37.6 with standard deviation of 6.139. Here the 'p' value is 0.00, which is less than the 'p' value at 95% confidence level (0.05) with degrees of freedom of 58. That is 0.00 < 0.05. The hypothesis which assumed no difference in the posttest scores of control and experimental group with respect to problem solving skills is not accepted. Hence we conclude that there is significant difference between the posttest scores of the control group and experimental group with respect to their problem solving skills.

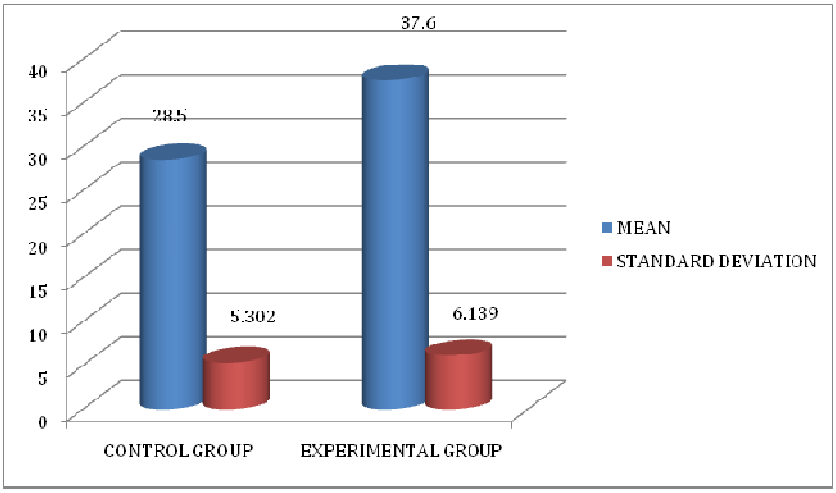

Figure 2
Mean Scores of Post Test of Control Group and Experimental Group

Hypothesis: 3

There is no significant difference between the mean pretest and posttest scores of control group with respect to their problem solving skill.

Table 3
Difference between the mean pretest and posttest scores of control group with respect to their problem solving skill

S.No.	Test	Number	Mean	SD	Degrees of Freedom	p value	Remarks at 0.05 level
1.	Control -Pre Test	30	28.5	4.974	58	1	Not Significant
2.	Control- Post Test	30	28.5	5.302			

The above table shows that the mean scores of the pretest of control group with respect to their problem solving skills is 28.5 with standard deviation of 4.974 while the mean scores of the posttest of control group with respect to their problem solving skills is 28.5 with standard deviation of 5.302. Here the 'p' value is 1, which is greater than the 'p' value at 95% confidence level (0.05) with degrees of freedom of 58. That is 1 > 0.05. The hypothesis which assumed no difference in the pretest and posttest scores of control group with respect to problem solving skills is accepted. Hence we conclude that there is no significant difference between the pretest and posttest scores of control group with respect to their problem solving skills.

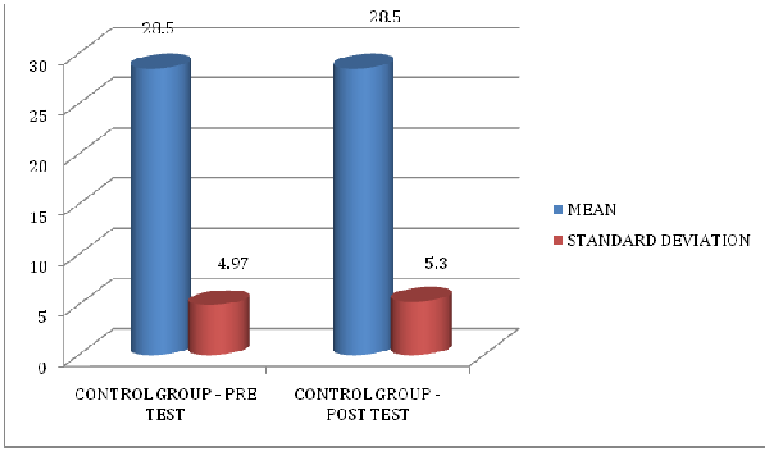

Figure 3

Hypothesis: 4 There is no significant difference between the pretest and posttest scores of experimental group with respect to their problem solving skill.

Table 4
Difference between the mean pretest and posttest scores of Experimental group with respect to their problem solving skill

S.No.	Test	Number	Mean	SD	Degrees of freedom	P value	Remarks at 0.05 level
1.	Experimental -Pre Test	30	26.7	5.464	58	0.000	Significant
2.	Experimental - Post Test	30	37.6	6.139			

The above table shows that the mean scores of the pretest of experimental group with respect to their problem solving skills is 26.7 with standard deviation of 5.464 while the mean scores of the posttest of experimental group with respect to their problem solving skills is 37.6 with standard deviation of 6.139. Here the 'p' value is 0.00, which is lesser than the 'p' value at 95% confidence level (0.05) with degrees of freedom of 58. That is 0.00 < 0.05. The hypothesis which assumed no difference in the pretest and posttest scores of experimental group with respect to their problem solving skills is not accepted. Hence we conclude that there is significant difference between the pretest and posttest scores of experimental group with respect to their problem solving skills.

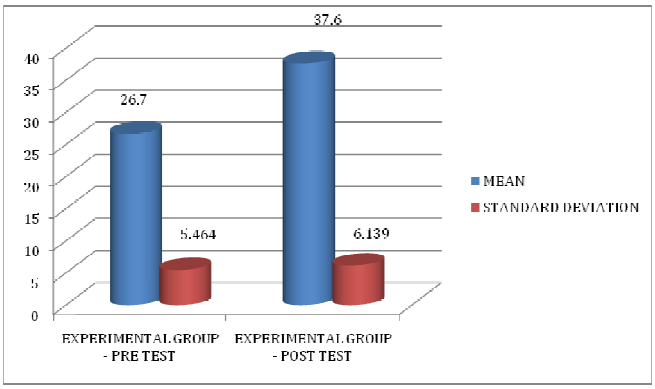

Figure 4

Major Findings of the Study

1. There is no significant difference between the pretest scores of the control group and experimental group with respect to their problem solving skills.
2. There is significant difference between the posttest scores of the control group and experimental group with respect to their problem solving skills.
3. There is no significant difference between the pretest and posttest scores of control group with respect to their problem solving skills.
4. There is significant difference between the pretest and posttest scores of experimental group with respect to their problem solving skills.

Educational Implications

This study will help the student teachers to understand the importance of problem solving skill and apply it effectively in diverse situation to cope with challenges of life. This will help them to deal with problems and overcome various challenges in their life. This will help the student teachers to analyze the problem and get all the necessary details to solve the problem and make them find various ways of solving the problem before taking the decision. Problem solving skills are necessary to solve student's own problems, which eventually will assist them to build self composure, as well as self esteem and self confidence. Problem solving skills assist student to solve their own problems, big or small, with a sense of immense confidence. Problem solving skills will help them develop a dynamic personality and smart mind. When our students know how to solve problems, they can flourish very well in their classroom by scoring better grades and marks. Furthermore, problem solving skills also help your children confront any type of problems or obstacles that they come across in the society.

Suggestions for Further Research

- This study was conducted with the sample of B.Ed special education students who are doing their specialty in hearing impairment. The same study could be conducted with the B.Ed special education students who are doing their specialty with other disabilities such as mental retardation, visual impairment, deaf blindness.
- The same study could be conducted with students who are enrolled in arts and science colleges.
- The same study could be conducted with engineering students.
- The study has been conducted in Chennai district, it can also be conducted in other districts.
- The study has 10 life skills propsosed by World Health Organization, it can also be extended with various other skills such as time management, leadership skills etc.

Conclusion

The major purpose of this study is to develop problem solving skill among B.Ed special education student teachers. This study will help them to become a confident problem solver.

Problems haunt students every day and night. This study will help the student to deal with any type of problem in their own way. Some of the methods they use could be very methodic, while others are very inferior. In many cases, the methods that student use to solve their problems are at best rudimentary. If students fail to solve their problems, they may feel dejected and disappointed. On the other hand, if they who can solve problems, they can feel very confident and bold For students, learning how to effectively solve common, day-to-day problem can mean the big difference between success and failure. For all of us, solving problems is a necessary part of life. Problem solving is not a tough act of science, but it is an art of enduring any given situation with alacrity and quick mind.

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STRESS MANAGEMENT

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Abstract

The present study has been conducted on a sample of 300 students to find out the stress level and stress management of first year undergraduate students in Tirunelveli. The investigator used a self constructed questionnaire on stress level and stress management to collect data. The data collected was analyzed and interpreted to draw inference using appropriate statistical methods like mean, standard deviation and t-test. The findings revealed that most of the students are having average level of stress and only few are having low level of stress. It shows all students are in the certain stress level. Also the study revealed that there is no significant difference in stress level and stress management of first year under graduate students with regard to gender, locality of the College and type of College. In order to make the students to get away from stress proper stress management techniques should be introduced and various adjustment techniques should be taught to them to finish their course of study.

Introduction

Stress is often referred as the epidemic of 21st century. The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. Since education is viewed as an instrument to develop the cognitive qualities, tolerance, and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. In this age of cutthroat competitions and rat races for wealth, power and status, none is free from stress-from L.K.G pupil to college students, teachers, from young to the old. The way one perceives stress, the manner in which one tackles this common phenomenon, the way one learns to laugh and keeps one's work at ease varies from person to person. The emotionally stable, steady and matured man finds ways and means to tackle his day today problem with proper planning and skillful management of time.

Stress

Stress is a universal human experience. It means different things to different people. For example, tackling a task for the first time, an unnecessary mistake, having an illness in the family, giving a presentation, etc., are all potentially stressful events. Stress is the "wear and tear" of our bodies experience as we adjust to ever changing environment. Stress is a felling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. In the occupational stress the main source of stress is the occupation of the person. It may be defined as the condition wherein job related factors interact with the individual to change his/her psychological or physiological conditions in such a way that a person is forced to deviate from normal functioning. (Selye 174).

Stress may be defined as the three-way relationship between demands on people, our feeling about those demands and our ability to cope with them. Stress is most likely to occur to situations where.

1. Demands are high.
2. Having low amount of control.
3. There is limited support or help available for us.

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Concept of Stress

Hans Selye first introduced the concept of stress in 1939. Derived from Latin word 'Stringere', stress was popularly used in the seventeenth century to mean hardship, strait, adversity or affliction. In eighteenth and nineteenth centuries, it was used to denote fore, pressure, strain or strong effort with reference to an object or person.

In physical sciences stress is referred to as an external pressure of force applied to an object. In social sciences stress is the result of interaction between the person and the environment and may be associated with psychological, behavioral and physiological outcomes (Lazarus, 1996). The imbalance occurs when the environmental demands exceed the person's capabilities or vice-versa. This imbalance is denoted as stress.

i. Stress caused by self-studying in the last moment for exams.
ii. Stressed caused by environment – Continuous rain, delayed salaries, ill health.
iii. Stress caused by other – No promotion, increment, appreciation.

Symptoms of Stress

There are several signs and symptoms that we may notice when we are experiencing stress. These signs and symptoms fall into common short term and common long term symptoms of stress. When we are under stress, we may experience one or more of the following.

Common Short Term or Early Stress Symptoms

Physical Symptoms

- Headaches (tension and migraines), Stomach problems, Over and under eating, Losing appetite, Sleep disturbances, Chronic mild fatigue, Muscle aches and pains, Skin rashes, Stuttering and other speech difficulties, Crying for no apparent reason ,Teeth grinding ,Muscle tics, Chronic mild illnesses ,Sexual dysfunction and Diarrhea

Psychological Symptoms

- Forgetfulness, Inability to concentrate , Fear of failure, Worrying about the future, Anger , Frustration, Anxiety, More irritability with family members, More use of alcohol, or cigarettes, Depression, Feeling powerless, More irritability with or isolation from co-workers, More problems at work

Psychological Problems

- Serious depression, Accidents, Domestic violence, Suicidal behavior, Alcoholism, Serious substance abuse and other debilitating psychological disorders

Causes of Stress

The major causes of stress are also described:

Conflicts

Every day we face different types of conflicts. We get torn between good / right things (which are difficult and not giving immediate benefits) and bad / wrong things (which are attractive and give immediate benefits). We may have to choose one among many and we are not sure which the best is. We may have to make one difficult choice among many unpleasant ones and we are not very sure which is least troublesome, to do or not to do is the main conflict. There may be inner conflicts between our basic needs (ID), reality (ego) and moral and social norms (super-ego). Conflicts may be between two people like husband and wife or between family members or friends and colleagues or individual and society.

Frustrations

Failures or frustrations are common in our life. Our aspirations and our achievements do not tally. 'We propose and God disposes'. Repeated small failures or occasional big failure can become very stressful. When we fail but our friends / relatives / colleagues succeed, we feel more distressed. When our needs are not fulfilled, we get frustrated.

Pressures

There may be internal pressure to achieve more earn more, to go up in the socio-economic ladder, there may be a severe anger for recognition name and fame, for money and material benefits. Family members, friends, relatives and the system want us to achieve more. This can be very stressful.

Types of Stress

Stress can be primarily divided into the following two types:

- Negative Stress
- Positive Stress

Negative Stress

Negative stress is considered as a causative factor in minor conditions like ulcers, digestive problems, skin complaints, headaches, and insomnia. Spiritual, mental, and physical health can be very badly harmed due to excessive, prolonged, and unrelieved stress.

Positive Stress

Stress not only has negative effects on an individual, but there are some positive effects of stress as well that affect a person by stimulating awareness and motivation that provides the urge effectively deal with challenging circumstances.

Strategies for Stress Management

Stress is a perception and therefore, highly personal. Jill Dann has stated a series of checklists of stress management measures, which by managing what we cannot avoid and by eliminating what we can, will lead to better health. This includes

- Managing one's own relationships
- Managing one's own environment
- Managing one's own life style
- Managing one's own attitude or reactions

Significance of the Study

'Without stress there is no life' - Hans Selye

The present investigation is on the stressful moments of students, how and how much they are successful in managing these situations, of their life, which is both transitional and new to certain extent. It is transitional

- From the school education to higher education
- in living style
- in pattern of social interactions and from one environment to another, i.e., natural, psychological and cultural.

This transitional period in educational life is bound to be stressful whether moving across town, across the state, across the country. With all this, we cannot deny the fact that college experiences that too at the entry point is a wonderful opportunity with elation over the success of school education, to further their education and to experiment with newness in that stage of life, i.e., fading of teenage, passing on early man/ women hood. It appears all lustrous with promises and challenges a new.

Emotion is an affective experience that one undergoes during an instinctive excitement. Emotions are some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioural acts. Emotions are prevalent in every living organism. They are present at all stages of development and can be aroused in young as well as in old. Emotions are individualistic, and they differ from person to person. Same emotion can be aroused by a number of different stimuli- objects or situations. One emotion can

give birth to a number of similar emotions. Every emotional experience involves many physical and psychological changes in the organism.

The present study is just an exposure of the stress and strain the students undergo when they enter with rosy dreams of their future, their life and their contribution to society. Hope the findings and recommendations of the study may help students to maintain a balanced life and be a positivist. So that they help in yielding healthy future generation and getting good results in the Examination

Statement of the Problem

"Stress Management of First Year Under Graduate Students"

Definition of the Terms

Stress

The word 'stress' is derived from the latin word 'Stringire' which means to draw tight stress in an aspect of living that can be beneficial when it motivates, inspires (or) encourages change. It can be the opposite when it does not (distress).

According to Selye (1956) "any external event or internal drive which threatens to upset the organic equilibrium" is stress.

Stress Management

Stress Management focuses on reducing or coping with symptoms of stress in order to minimize its negative impact. Stress Management encompasses techniques intended to equip a person with effective coping mechanisms for dealing with psychological stress.

First Year under Graduate Students

Students who have completed their higher secondary school education and stepped into the college education either in arts and science colleges or in professional colleges

Objectives

i. To find the stress level and level of stress management of first year under graduate students.
ii. To find the stress level and level of stress management of first year under graduate students with respect to background variables-Gender, Locality of College and Type of College.

Hypotheses

i. There is no significant difference in stress level and level of stress management of first year under graduate students with respect to background variables -Gender, Locality of College, and Type of College.

Method Adopted for the Present Study

The investigator adopted survey method for the study.

Tools Used for the Study

The investigator has made use of self-made questionnaire.

Description of the Tool

The investigator has constructed the following tools.

- Stress level scale
- Stress Management level

Population for the Study

The population for the present study is the first year under graduate students.

Sample of the Study

The sample for the present study was selected from different colleges of Tirunelveli. 300 hundred students were selected by random sampling method.

Analysis and Interpretation

Table 1

Level of Stress of first year under graduate students

Variables	Low		Average		High	
	N	%	N	%	N	%
Stress	59	18.52	188	66.46	52	17.76

It is inferred from the table that 18.52% of first year under graduate students have low level of Stress, 66.46% have average level of Stress whereas 17.76% have high level of Stress.

Table 2

Level of Stress management of first year under graduate students

Variables	Low		Average		High	
	N	%	N	%	N	%
Stress Management	52	16.52	196	65.60	56	17.63

It is inferred from the table that 18.52% of first year under graduate students have low level of Stress management, 66.46% have average level of Stress management whereas 17.76% have high level of Stress management.

Table 3

Difference in stress level of first year under graduate students with respect to Gender, locality of the College and type of the College

Variable	Classification	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	148	65.4	9.16	0.61	1.96	NS
	Female	152	65.70	9.58			
Locality of the College	Rural	145	63.41	9.10	1.52	1.96	NS
	Urban	155	64.50	9.26			
Type of the college	Government	165	66.11	9.76	0.08	1.96	NS
	Private	135	66.42	8.89			

(df = 298)

Table shows that the calculated't' value is less than the table value (1.96) at 0.05 level, so the null hypothesis is accepted. Hence there is no significant difference in stress level of first year under graduate students with regard to Gender, locality of the College and type of College.

Table 4

Difference in stress management of first year under graduate students with respect to Gender, locality of the College and type of the College

Variable	Classification	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Gender	Male	148	51.46	21.87	1.38	1.96	NS
	Female	152	48.98	19.02			
Locality of the College	Rural	145	54.29	21.04	1.92	1.96	NS
	Urban	155	50.06	21.40			
Type of the college	Government	165	53.12	22.86	1.32	1.96	NS
	Private	135	50.46	16.82			

(df = 298)

Table shows that the calculated 't' value is less than the table value (1.96) at 0.05 level, so the null hypothesis is accepted. Hence there is no significant difference in stress level of first year under graduate students with regard to Gender, locality of the College and type of College.

A. Findings based on Percentage Analysis regarding Stress level and Stress Management

1. The study reveals that 18.52% of first year under graduate students have low level of Stress, 66.46% have average level of Stress whereas 17.76% have high level of Stress.
2. The study reveals that that 18.52% of first year under graduate students have low level of Stress management, 66.46% have average level of Stress management whereas 17.76% have high level of Stress management.

B. Findings based on Hypothesis regarding Stress level and Stress Management

1. There is no significant difference in stress level of first year under graduate students with regard to gender, locality of the College and type of College.
2. There is no significant difference in stress management of first year under graduate students with regard to gender, locality of the College and type of College.

Conclusion

The study on the stress management of first year graduate students reveals that the most of the students are having average level of stress and only few are having low level of stress. It shows all students are in the certain stress level. The reason for this may be due to their shift from the school environment to the college environment. Also the study revealed that there no significant difference in stress level and stress management of first year under graduate students with regard to gender, locality of the College and type of College. In order to make the students to get away from stress proper stress management techniques should be introduced and various adjustment techniques should be taught to them to finish their course of study.

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CONSTRUCTION OF ACADEMIC STRESS SCALE

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Abstract

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic related to the achievement of an academic goal. Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety. Academic frustration is a state caused by harm of some academic goals. Academic Conflict:- Academic Conflict is the result of two or more qua] hut in compatible response tendencies to academic goals. Academic Pressure:- When the student is under heavy demands of time and energy to meet academic goals. And Academic Anxiety:- Apprehension of harm to some academic goals. The Academic stress was constructed and standardized to measure the Academic stress of higher secondary students. The steps followed for its construction and standardization are (i) Planning, (ii)Item Writing, (iii) Pilot study, (iv) Validity, (v) Reliability, (vi)Framing of Final Draft . The researcher developed the preliminary version of academic stress Scale (50 statements) with simple, clear and concise statements for better understanding both in Tamil version. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. Thus the final academic stress scale consists of 30 items. This questionnaire was aimed at uncovering the knowledge and conceptions of higher secondary students about the academic stress. This tool will help to the academic stress of higher secondary school students.

Key Words: *Academic stress, Self-Esteem, Students, Adolescents, Depression.*

Introduction

Academic stress is performance-related anxiety. There are, no doubt, environmental factors contributing to the experience of stress - proportional to the degree to which a person has invested their identity in the outcomes and the conditions in which they work. Stress is the body's way of telling you that there's something going on that requires your attention. Your nervous system responds by releasing a flood of stress chemicals, including adrenaline and cortical. These hormones rouse the body for emergency action (Fight or Flight). Unfortunately, there isn't always something that you can resolve through fight or flight and, all powered up with nothing to do, your body remains in a keyed up state. This can impact on your life to the extent that it becomes a problem - affecting your performance and, consequently, giving rise to increased stress as you drive yourself to improve. The good news is that academic stress responds well to the usual anxiety treatment options. . "I am stressed out" is a phrase that has been echoed by teens down through the ages. Adolescence can be a stressful time for children, parents and adults who work with teens. Many also worry about moving from a middle or junior high school to secondary school level. Adolescents experience a spectrum of stress ranging from ordinary to severe. Long term exposure to stress is associated with a variety of chronic psychological and physiological illness in addition to smoking; drug abuse and high risk sexual behavior.

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Construction of Tools

There are some general principles and procedures which one has to follow while constructing a tool. The major steps followed in the construction of the tool 'ACADEMIC STRESS" is described under difference heads.

- Planning of the test
- Item writing
- Pilot study
- Validity
- Reliability
- Framing of final draft

Planning of the test

The Academic stress scale prepared by the investigator and guide aims at measuring the Academic Stress among Higher Secondary Students. A number of studies related to academic stress were collected to prepare item for the tool.

Item Writing

The important first step in the construction of any research is writing of suitable item. After a thorough and careful study of the literature available, the investigator collected materials from books, journals, and prepared the items. In the initial stage 50 items were pooled covering of Academic Stress. These items were given to the experts. They scrutinized the items and gave many suggestions. Based on their suggestions, some items were deleted and some items were modified. Thus, the investigator finally has 30 items and it was translated into Tamil. A preliminary draft of Academic Stress scale is given in the Appendix –1.

Table 1.1

Positive and Negative items in the preliminary draft of Academic stress

Sl.No.	Items	Number of items
1	Positive items	41
2	Negative items	9

Pilot Study

A preliminary try out was made to find out the neatness and workability of the items. The difficulties in responding the items and rough estimate of the time limit for responding the item were noted. This step helped the investigator to modify certain technical terms, which were vague and questionable. For this purpose, the scale was given to students. The investigator decided to have the items which are simple and the statement in easy to understand for the higher secondary students .The investigator framed the items on five point scale, namely strongly agree, agree, undecidable, disagree, strongly disagree. The investigator showed academic stress scale to two experienced teacher educators and to verify the suitability of the items to the target students. After careful tailoring, 50 items were retained. The Higher Secondary Students were instructed to select the best option against the statement by marking a (✓) in the relevant column. For positive items, a maximum score of 5 was given for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. For negative items, a maximum score of 5 was given for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree. For validating the preliminary draft of Academic Stress Scale was given to the higher secondary school.

Table 1.2
Number of students from the school for pilot study

Sl. No.	Name of the School	No. of Sample
1.	Government Girls Higher Secondary School, Puliangudi.	50

Validity

Procedure of validating the items is an given below. The sum of the scores obtained by the entire respondent was calculated individually. The co-efficient of correlation between each item by all the scores of 52 items each scores was calculated using the following person product moment formula. The validity for each item was tested.

A maximum score of 5 was give to strongly agree, 4 for agree, 3 for undecided, 2 for disagree, 1 for strongly disagree.

$$r = \frac{\sum(x - X)(y - Y)}{\sqrt{(x - X)^2 - (y - Y)^2}}$$

r= Co- efficient of correlation

X= Mean of raw score of higher secondary students

x= Raw score of higher secondary students response in each item

Y= Grand total of score by each item

y= Mean of grand total score by each item

Reliability

The items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated. By this Split-half correlation method was calculated. Then the reliability of the tool was estimated by the following spearmen brown prophecy formula,

$$r = \frac{2r}{1 + r}$$

r= Correlation co-efficient

r= Reliability co-efficient of the tool

Thus the correlation, co-efficient (r) and reliability co-efficient were found to be 0.630378 and 0.0773 respecting.

Framing of final draft

The final draft had neatly printed and administrates to the target students to record their opinions. A copy of the final draft scale is given in the appendix-v. The final draft of positive and negative items was in the following table.

Positive and Negative Items in the Final Draft

Sl.No.	Items	Item numbers	Number of Items
1.	Positive Items	1-32,37-45	41
2.	Negative Items	33-36,46-50	9

Conclusion

This questionnaire was aimed at uncovering the knowledge and conceptions of higher secondary students about the academic stress. This tool will help to the academic stress of higher secondary school students.

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RELATIONSHIP BETWEEN NATURALISTIC INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY + 1 BIOLOGY STUDENTS

Dr. V.Kasirajan

Abstract

This study was carried out to find out the relationship between naturalist intelligence and academic achievement of higher secondary + 1 Biology students A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 300 Biology students, studying +1 course, in the higher secondary schools in Sivagiri Taluk. The tool used in the study was naturalistic intelligence. The naturalistic intelligence Scale prepared and validated by Dr.V.Kasirajan (2013). The investigator found that i) Most of higher secondary +1 biology students are average. 1) There is no significant difference in naturalistic intelligence of higher secondary +1 Biology students in terms of gender. 2) There is no significant difference in achievement in biology of higher secondary +1 biology students with regard to gender. 3) There is relationship between naturalistic intelligence and Achievement in Biology of XI standard Biology students.

Introduction

Education is an integral part of human life. It is the basic condition for the development of the whole man and vital instrument for accelerating the well being and prosperity of all in every direction. Without education, man would still be living just like a splendid slave or like a reasoning savage. Education is an activity or a process which transforms the behaviour of a person from instinctive behaviour to human behaviour. Education is a process of human enlightment and empowerment for the achievement of a better and higher quality of life. The purpose of education is to improve the cognitive abilities, habits, skills and attitudes in order to lead a full and worthwhile life in this world. 'Education is supposed to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life'. Naturalistic Intelligence is an ability to recognize animals and other parts of natural environment such as rocks, trees, flowers and clouds. The ability to detect and understand phenomena in the natural world constitute naturalistic intelligence. Children possessing this type of intelligence may have a strong affinity to the outside world or nature. They may enjoy subjects, shows and stories that deal with animals or natural phenomena. They always like to collect, classify or read about things from nature-rocks, fossils, butterflies, feathers, shell and the like. They have highly-developed skills of sensory perception. They are also interested in taking care of plants and animals. These people may like doing activities related to nature.

Significance of the study

After the completion of secondary education, the students enter in to the higher secondary stage, which is the feeder stage for higher learning both for academic and professional levels. Consequently the learning outcomes at this stage become very important as they form the basis of further learning at higher levels. Desirable learning outcomes not only stand for the conceptual development, namely mastery of the subject matter and related process skills but also include the development of favourable attitudes, interest and appreciation in respect to the various subjects of study.

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Nowadays, many drastic changes have taken place in biology throughout the world. New branches of knowledge have been searched, new content has been accumulated and new problems have cropped up. Biology have grown both inward and outward. Experts have realized that the study of biology should serve personal as well as the social needs of the learner.

In biology, students were taught broadly about-biodiversity and environmental degradation of all forms. Desirable attitude towards biology develops environmental awareness, concern for environment protection, monitoring of balanced ecosystem and consciousness of using biodegradable things among students. People possessing enhanced level of naturalistic intelligence i.e., the ability to detect and understand phenomena in the natural world show unusual interest in subjects like Biology, Zoology, Botany, Geology, Paleontology and so on. Therefore, the investigator would like to know whether there is any relationship between naturalistic intelligence and academic achievement of higher secondary + 1 biology students.

Objectives of the Study

1. To find out the level of naturalist intelligence of higher secondary + 1 biology students with regard to gender.
2. To find out the level of achievement in biology of higher secondary +1 biology students with regard to gender.
3. To find out whether there is any significant difference in naturalist intelligence of higher secondary +1 biology students with regard to gender.
4. To find out whether there is any significant difference in achievement in biology of higher secondary +1 biology students with regard to gender.
5. To find out the whether there is any significant relationship between naturalist intelligence and academic achievement of higher secondary + 1 biology students

Null Hypotheses

1. The level of naturalist intelligence of higher secondary + 1 biology students with regard to gender.
2. The level of achievement in biology of higher secondary +1 biology students with regard to gender.
3. To find out whether there is any significant difference in naturalist intelligence of higher secondary +1 biology students with regard to gender.
4. To find out whether there is any significant difference in achievement in biology of higher secondary +1 biology students with regard to gender.
5. To find out the whether there is any significant relationship between naturalist intelligence and academic achievement of higher secondary + 1 biology students.

Method

A descriptive survey method was adopted by the investigator to conduct this study.

Sample

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 300 Biology students studying in Higher Secondary schools in Sivagiri Taluk.

Tools Used for the Present Study

Naturalist Intelligence Scale (EMS) prepared and validated by Dr.V.Kasirajan (2013).

Statistical Techniques Used

Percentage analysis, t-test, and Pearson Product Moment Correlation

Analysis Null Hypothesis: 1

The level of naturalistic intelligence of higher secondary+1 biology students with respect gender is average.

Table 1
Level of naturalistic intelligence of higher secondary +1 biology students with background variables

Variables	Sub-categories	Naturalistic intelligence					
		Low		Average		High	
		count	%	count	%	count	%
Gender	Male	21	12.6	115	68.9	31	18.6
	Female	23	17.3	87	65.4	23	17.3

It is inferred from the above table that, with regard to male,12.6% of higher secondary +1 biology students have low level 68.9% of them have average level and 18.6% of them have high level of Naturalistic intelligence

Analysis Null Hypothesis: 2

The level of level of achievement in biology of higher secondary +1 biology students with respect to gender is average

Table 2
Level of achievement in biology of higher secondary +1 biology students with respect to gender

Variables	Sub-categories	Achievement in Biology					
		Low		Average		High	
		count	%	count	%	count	%
Gender	**Male**	23	13.8	121	72.5	23	13.8
	Female	23	17.3	87	65.4	23	17.3

It is inferred from the above table that, with regard to male13.8% of higher secondary +1 biology students have low level, 72.5% of them have average level and 13.8% of them have high level of Achievement in biology.

Analysis Null Hypothesis: 3

There is no significant difference in naturalistic intelligence of higher secondary +1 Biology students in terms of gender.

Table 3
't' test value showing the significant difference in naturalistic intelligence of higher secondary +1 Biology students in terms of gender

Variable	Gender	N	Mean	Standard deviation	Calculated 't' value	Remarks
Naturalistic intelligence	Male	167	175.23	10.52	1.942	**NS**
	Female	133	177.62	10.64		

It is inferred from the above table that the calculated t-value (1.942) is less than the table value (1.96) for df (299) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in naturalistic intelligence of higher secondary +1 Biology students in terms of gender.

Analysis Null Hypothesis: 4

There is no significant difference in achievement in biology of higher secondary +1 biology students with regard to gender

Table 4
't' Test value showing the significant difference in achievement in biology of higher secondary +1 biology students with regard to gender

Variable	Gender	N	Mean	Standard deviation	Calculated 't' value	Remarks
Naturalistic intelligence	Male	167	25.21	5.94	0.993	**NS**
	Female	133	25.86	5.35		

It is inferred from the above table that the calculated t-value (0.993) is less than the table value (1.96) for df (299) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in achievement in biology of higher secondary +1 biology students with regard to gender.

Analysis Null Hypothesis: 5

There is no relationship between naturalistic intelligence and Achievement in Biology +1 biology higher secondary students.

Table 5
Relationship between naturalistic intelligence and Achievement in Biology of +1 biology higher secondary students

Correlation	N	df	Calculated value	Remark
Naturalistic Intelligence & Achievement In Biology	300	299	0.119	S

It is inferred from the above table that the calculated value (0.119) is greater than the table value (0.088) for df (299) 5% level of significance. Hence the null hypothesis is rejected. It shows that there is relationship between naturalistic intelligence and Achievement in Biology +1 biology higher secondary students.

Findings

1. With regard to male,12.6% of higher secondary +1 biology students have low level 68.9% of them have average level and 18.6% of them have high level of Naturalistic intelligence.
2. With regard to male13.8% of higher secondary +1 biology students have low level, 72.5% of them have average level and 13.8% of them have high level of Achievement in biology.
3. There is no significant difference in naturalistic intelligence of higher secondary +1 Biology students in terms of gender.
4. There is no significant difference in achievement in biology of higher secondary +1 biology students with regard to gender.
5. there is relationship between naturalistic intelligence and Achievement in Biology of XI standard Biology students.

Interpretation

There is significant relationship between naturalistic intelligence and achievement in biology of higher secondary +1 biology students. This may be due to the fact that the biology students ability to understand the natural environment and fosters sensitivity to one's natural surroundings so this will be helped to learn the biology subjects. So there is significant relationship between naturalistic intelligence and achievement in biology

Recommendation

1. Proper opportunity should be given to promote their Naturalistic intelligence among the Higher secondary school students.
2. Proper opportunity should be given to higher Secondary school students to the manifestation of a particular aspect to their scientific hobbies.
3. Refresher programmes such as Seminars, Symposiums should be organized for the betterment of Admiration of the Higher secondary school students.
4. Teacher should plan in a way which can involve as many of the intelligences as possible because verbal/linguistic, logical/ mathematical, visual/ spatial, interpersonal, intrapersonal and naturalistic intelligence contributes to the students achievements.
5. Students – centered approach should be used in teaching because it allows students actively use their varied forms of intelligence.
6. All types of intelligence of both male and female equally may be celebrated.
7. Teachers should allow considerable elements of student's choice when designing activities and tasks for the intelligences because students perform well in the tasks which appeal to their interests.
8. Naturalistic intelligence based curriculums should be developed for students because it proves better for the students than any other types of curriculum.

Suggestions for Further Research

On the basis of the findings, the Investigator has given the following titles for further research.

1. A study on relationship between Naturalistic intelligence and Achievement of Higher Secondary Girls students.
2. A comparative study on Naturalistic Intelligence between Higher secondary school Boys and Girls should be conducted.
3. A comparative study on Naturalistic Intelligence between Rural and Urban Higher secondary students should be conducted.
4. A study on relationship between Naturalistic Intelligence and Achievement among college students.
5. A study on relationship between Naturalistic Intelligence and Achievement among vocational students.
6. A study on relationship between Naturalistic Intelligence and Achievement among Diploma students.

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TOLERANCE AMONG HIGH SCHOOL STUDENTS IN MADURAI DISTRICT

A. Mary Jancy

Abstract

If tolerance leads to acceptance and understanding, then intolerance breeds innumerable negative issues. According to Dr. Michele Borba, a child advocate, author, and speaker, intolerance is a major contributor to the rise of bullying among children younger than nineteen. Dr. Borba explained that most children say bullies pick on kids who are different in some way, shape, or form. Bullies tend to go after children, who are overweight, too thin, have difficulties with speech or learning, dress a certain way, speak a different language, and a myriad of other reasons. A child who has not been taught to accept others for their unique qualities, not just cultural differences, will most likely bully children who he or she thinks does not conform to the "norms" of society. That is why it is imperative that children be taught that they cannot dictate what is "normal" because every person, including themselves, is distinctive in some way, and that is what makes the world so very interesting.

Introduction

Tolerance is important because it opens the door to opportunities and increases the chance for success**.** People who have had exposure to cultural differences feel confident living in a diverse society. Tolerance provides an opportunity to learn from others while respecting and valuing their differences in religious and ethical beliefs. Tolerance works as a barrier to prejudice and brings people of a community together. Being a good role model and setting an example of respect can teach others to be tolerant. Celebrating the heritage and differences of others is a fun way to both learn and teach tolerance to children and other generations. One of the most important tools a child needs in his or her social toolbox is the ability to be tolerant of others. Not only will children become morally strong, but in the future they will have an economic advantage when they respect others from around the world. Learning to be tolerant and respectful of others is key to being successful in life. Due to the fact that children mimic their parents, tolerance can be easily taught to a child from an extremely early age. Many parents are friends with people from different cultural backgrounds, and an easy way for parents to teach their kids to be tolerant is to learn and share more about the heritage of their friends. A lack of education can lead to stereotyping groups of individuals, and denying the qualities that make them unique. When a child learns to be open-minded about the various cultures, foods, people, and faiths surrounding them, the easier it will be for them to accept others when they get older. The scope of the present study is the original contribution in the form of a measurement of tolerance among high school students, besides the illumination of relationships among the variables and their significant variations. Though the result of the study is applicable to Madurai district only, there is possibility to apply the same to other districts with certain reservations. It is believed that the outcome of this study will be useful for educational administrators and policy makers. It will have an immediate utility to high school students to design and develop various their activities, learning, and strategies for developing academic achievement. Though tolerance behaviour is a matter of concern among high school students' achievement, no organized study has been carried out till date. Hence need for the present study.

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Operational Definitions of the terms

Tolerance - refers to the key to maintaining social relations of harmony and peace while preserving the differences in people, culture, lifestyle and religion.

High School Students - refers to those who are studying IX and X standard under Tamil Nadu state board syllabus in Madurai district.

Variables of the study

Dependent Variables

- Tolerance

Independent Variables

i.	Gender	:	Male / Female
ii.	Nativity	:	Rural / Urban
iii.	Father's Education	:	Literate / Illiterate
iv.	Mother's Education	:	Literate / Illiterate
v.	Number of brothers/ sisters	:	Upto 3 / 4 and above
vi.	Standard studying	:	IX/X
vii.	Number of intimate friends	:	Upto 5/ 6 and above
viii.	Participation in co-curricular Activities	:	Yes /No

Objectives of the study

To find out the tolerance of the high school students with respect to the gender, nativity, father's education, mother's education, number of brothers/sisters standard studying, number of intimate friends and participation in co-curricular activities.

Hypothesis of the study

There is no significant differences in the tolerance among high school students with respect to gender, nativity, father's education, mother's education, number of brothers/sisters standard studying, number of intimate friends and participation in co-curricular activities.

Methodology in brief

Design	**:**	Descriptive, Method: Normative, Technique: Survey
Sample	**:**	A random sample of 310 high school students in Madurai district with due representation to the select independent variables.
Statistical treatment	**:**	't' test for significance of difference between the means of large independent variables.

Review of Related Literature

Bosner, Kevin Lakehal-Ayat, and Merouane, (2008). A comparison of risk tolerance and risk capacity among college finance students. The concept of risk aversion has been well-researched, and the prevailing wisdom for some time has been that most investors prefer to reduce the amount of risk required to obtain a given rate of return. This paper measures the difference between this aversion to investment risk (defined as risk tolerance) and an individual's capacity for investment risk. A questionnaire measuring both tolerance and capacity is given to 167 undergraduate and graduate students enrolled in a variety of Finance courses. It is hypothesized that for most participants, the risk tolerance score will be lower than the risk capacity score.

Maarit Nevalainen and Liisa Kuikka, (2012). Tolerance of Uncertainty and Fears of Making Mistakes Among Fifth-year Medical Students. Background and Objectives**:** Tolerance of uncertainty is an important skill among general practitioners (GPs). Our aim was to study fifth-year medical students' feelings related to facing uncertainty and fears of making mistakes in medical decisions. Further, we

studied the associations of intolerance of uncertainty with demographic factors, the students' fears of making mistakes, and their views of a GP's work prior to their ultimate course in general practice. Methods: A questionnaire-based survey was carried out among the fifth-year medical students prior to their main course in general practice at the University of Helsinki. The questionnaire included demographic variables and inquired about their views of their own tolerance of uncertainty, fear of making mistakes, and of a GP's work overall. Results: During the years 2008–2010, 307/359 medical students (mean age 25.7 years, 64% females) responded. Of the respondents, 22% felt they had difficulty tolerating uncertainty when making medical decisions. Females reported that they tolerated uncertainty poorly more often (27%) than did males (11%). Those tolerating uncertainty more poorly were more often afraid of making mistakes (100% versus 86%). This group more often considered a GP's work too difficult and challenging than did others. Conclusions: Poor self-reported tolerance of uncertainty among medical students is associated with considering a GP's work too challenging.

Saadia Tayyaba, (2012) address the potential differences in achievement of rural and urban students and how schooling, students and teacher-related factors account for gap in achievement. The primary data source for the study was the 2006 national assessment survey of year four students in government school across four provinces in four core subjects. The sample design included a two-stage stratified random sample, where the major strata of national interest were student and school gender, geographical location and region. First stage involved selecting schools and in the second stage students were selected from schools. The procedure of estimation involved computing the average of each group's achievement scores and attached standard errors, the gap of standard errors and statistical significance of standard errors at 0.05 level. The results show that rural and urban students had comparable levels of achievement in some of the tested learning areas. In Balochistan province, rural students outperformed their urban counterparts in three out of the four tested subjects. In Punjab and Sindh, urban students performed significantly better in social studies and language tests; scores on social studies and language did not differ significantly across location in the North West. The differences appeared to be partly explained by variation in schooling conditions, students' home background, and teachers' characteristics. Teachers' training turned out to be decisive in determining students' achievement, whereas availability of resources and multi-grade teaching was less important.

Analysis and Discussions

Table 1

Results of test of significance between the mean scores of tolerance among high school students in Madurai district: Population variables-wise

Variable	Sub-Variables	Mean	S.D	N	df	't' Cal. value	't' Tab. value	Level of Significance at (5 %)
Gender	Male	47.38	7.95	127	308	-2.693	1.96	Significant
	Female	48.87	7.13	183				
Nativity	Rural	48.74	7.19	137	308	1.009	1.96	Not Significant
	Urban	47.88	7.74	173				
Father's education	Literate	48.13	7.56	263	308	--0.759	1.96	Not Significant
	Illiterate	49.00	7.23	47				
Mother's education	Literate	48.18	7.45	265	308	-0.423	1.96	Not Significant
	Illiterate	48.70	7.88	45				
Number of brothers/sisters	Upto 3	48.18	7.46	134	308	-2.162	1.96	Significant
	4&above	48.32	7.55	176				
Standard studying	IX	48.35	7.73	179	308	0.245	1.96	Not Significant
	X	48.14	7.21	131				
Number of intimate friends	Upto 5	48.37	7.31	163	308	0.286	1.96	Not Significant
	6&above	48.14	7.74	147				
Participation in co-curricular activities	Yes	48.57	7.19	154	308	2.746	1.96	Significant
	No	47.94	7.81	156				

Male vs Female

From the above table it is clear that obtained't' value is -2.693, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "**There is a significant difference in the tolerance among high school students with respect to Gender".** It is further noted that the tolerance among Female high school students have greater than male students.

Rural vs Urban

From the above table it is clear that obtained't' value is 1.009, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the tolerance among high school students with respect to Nativity".** It is further noted that the tolerance among Rural high school students have greater than Urban students.

Literate vs Illiterate father's education

From the above table it is clear that obtained 't' value is -0.759, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the tolerance among high school students with respect to Father's education".** It is further noted that the tolerance among Illiterate Father's education high school students have greater than literate Father's education students.

Literate vs Illiterate Mother's education

From the above table it is clear that obtained 't' value is -0.423, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the tolerance among high school students with respect to Mother's education".** It is further noted that the tolerance among Illiterate Mother's education high school students have greater than literate Mother's education students.

Upto 3 vs 4&above Number of brothers/sisters

From the above table it is clear that obtained 't' value is -2.162, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "**There is a significant difference in the tolerance among high school students with respect to Number of brothers/sisters".** It is further noted that the tolerance among 4&above brothers/sisters having high school students have greater than upto 3 brothers/sisters having students.

IX vs X standard

From the above table it is clear that obtained 't' value is -0.245, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the tolerance among high school students with respect to Standard studying".** It is further noted that the tolerance among IX standard high school students have greater than X standard students.

Upto 5 intimate friends vs 6 & above

From the above table it is clear that obtained 't' value is 0.286, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the tolerance among high school students with respect to Number of intimate friends".** It is further noted that the tolerance among upto 5 intimate friends having high school students have greater than 6&above intimate friends having students.

Participation in co-curricular activities vs Non-participation

From the above table it is clear that obtained 't' value is 2.746, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "**There is a significant difference in the tolerance among high school students with respect to Participation in co-**

curricular activities". It is further noted that the tolerance among participation in co-curricular activities high school students have greater than non-participation in co-curricular activities students.

Findings of the Study

- It was found that **there is a significant** difference in the tolerance among high school students with respect to Gender.
- It was found that **there is no significant** difference in the tolerance among high school students with respect to Nativity.
- It was found that **there is no significant** difference in the tolerance among high school students with respect to Father's education.
- It was found that **there is no significant** difference in the tolerance among high school students with respect to Mother's education.
- It was found that **there is a significant** difference in the tolerance among high school students with respect to Number of brothers/sisters.
- It was found that **there is no significant** difference in the tolerance among high school students with respect to Standard studying.
- It was found that **there is no significant** difference in the tolerance among high school students with respect to Number of intimate friends.
- It was found that **there is a significant** difference in the tolerance among high school students with respect to Participation in co-curricular activities.

Educational Implications

The study has revealed that the Gender of high school students play an important role on either increasing or decreasing the tolerance connected with the area of education. Female students have upper hand in tolerance role in education. So, the concerned authorities should undertake appropriate programmes for enhancing the level of tolerance among male high school students also. It is very useful to enhance the level of tolerance among male high school students to the maximum level to raise the quality of high school students' education in Madurai district. This may be true to other districts with certain reservations. Number of brothers/sisters plays a vital role in tolerance among high school students. The out of the research shows that high school students have 4 & above brothers/sisters students do well in Tolerance. Efforts should be taken for the upliftment of the tolerance for students having upto 3 brothers/sisters students also immediately.

The study has revealed that the participation in co-curricular activities of high school students play an important role on tolerance connected with the area of education. Participation in co-curricular activities students has upper hand in tolerance than non-participation in co-curricular activities in education. So, the concerned authorities should undertake appropriate programmes for enhancing the level of tolerance among non-participation in co-curricular activities high school students also.

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A STUDY ON PROFESSIONAL ETHICS AMONG PRIMARY SCHOOL TEACHERS IN KANCHIPURAM DISTRICT

N.Valarmathi

Abstract

Teaching is such a profession where its nature is rooted in ethics, grows in ethics and the end product is also ethics. Codes of Professional Ethics when properly enforced enhance the power, prestige and status of the teacher in particular and of the teaching profession as a whole. The teachers can enjoy certain professional rights and privileges while performing their duties and responsibilities. A code of Professional Ethics is in fact a charter of right and duties for protection of professional autonomy and teachers, particularly teachers organization should formulate and enforce this in their own interest and for improving the quality of education. The constructive progress in this direction can develop a positive attitude of the teacher as well as of the society towards the teaching profession.

Introduction

Ethics means a code of conduct that directs an individual in dealing with others. Professional Ethics is a form of the skill that examines ethical moralities and honesty or ethical problems that can arise in a professional environment. It deals with matters regarding morals, principles, duties and corporate governance applicable to institutions and its employees, parents and students. Henry Kravis had to say about professional ethics: "If you don't have integrity, you have nothing. You can't buy accountability. You can have all the money in the world, but if you are not a moral and ethical person, you really have nothing." Ethics are also related to the core of management practices such as human resource management, accounting information, production, sales and marketing, intellectual property knowledge and skill, international and economic systems. In the corporate world, the organization's culture sets standards for shaping the difference between good or bad, right or wrong and fair or unfair. This quote by Albert Einstein says it all: "Relativity applies to physics, not ethics." The point being that it is possible to make profits without having to negotiate on ethics. And over and above the factor of correctness associated with ethics, an ethical business and its proprietors only serve themselves, their clients and the whole enterprise much better in the final reckoning. Lately, ethical issues in institutions have become more complicated because of the international and diversified nature of many big corporations and because of the difficulty of economic, social, global, political, legal, and administrative regulations and peculiarities. The scope of the present study is the original contribution in the form of a measurement of professional ethics as perceived by primary school teachers in Kanchipuram district, besides the illumination of relationships among the variables and their significant variations. Though the result of the study is applicable to Kanchipuram district only, there is possibility to apply the same to other districts with certain reservations. It is believed that the outcome of this study will be useful for educational administrators and policy makers. It will have an immediate utility to primary school teachers to design and develop various their professional activities, teaching strategies for developing professional ethics.

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Operational Definitions of the Terms

Professional Ethics - refers to the like in the profession and core of management practices such as human resource management and intellectual property knowledge and skill.

Primary School Teachers - refers to those who are handling the classes I to V standard in Kanchipuram district.

Variables of the Study

Dependent Variables

- Professional Ethics

Independent Variables

1. Gender : Male/Female
2. Domicile : Rural/Urban
3. Family type : Joint /Nuclear
4. Number of Intimate friends : Upto 3/ 4&above
5. School locality : Rural/urban
6. Food Habit : Vegetarian / Non –vegetarian
7. Marital status : Married / Unmarried

Objectives of the Study

To measure and find out the professional ethics perceived by the primary school teachers in terms of the select population variables.

Hypothesis of the Study

Professional ethics is independent upon the population variables involved in this study.

Methodology in brief

Design	:	Descriptive, Method: Normative, Technique: Survey
Sample	:	A random sample of 150 primary school teachers in Kanchipuram district with due representation to the select independent variables.
Statistical treatment	:	't' test for significance of difference between the means of large independent variables.

Review of Related Literature

Maisarah Mohamed Saat et.al (2004) examination was made on **perception of ethics by the teachers and students**. The outcome uncovered that dishonest activities that most instructors are utilizing college resources for individual exercises, instructing material that the teachers have not by any stretch of the imagination comprehended and scratching off available time unreasonably. Furthermore study found that the likeliness of respondents submitting the exploitative conduct is somewhat low contrasted with the likeliness of their associates doing it. Among suggestions proposed; the University ought to create and convey moral values through morals course, preparing, colloquium, University ought to concentrate on the nature of faculty and expert improvement programs for both pupils and staff, setting great sample or part displaying by the workforce and University individuals. Moreover, the study proposes that the educational program ought to underline in coordinating morals in all subjects taught and the staff code of morals must be made more mindful to all University individuals.

Sanjaya Kumar Das (2014) directed an examination **on Professional Ethics grow with Teaching Experience on Women Teachers in Higher Education Institutions of Punjab** and reported that

professional ethics build positive family relationship with teaching knowledge of lady educators in Higher Education Institutions in India. Ethical values in educators develop with experience of teachers and a deduction could be drawn from APA's study through the present Indian research that instructors with additionally teaching background show moderate level of expert ethics hich is resultant of age that get tuned with identity characteristics. An aggregate of 200 lady educators were drawn from two colleges (self-financed and government) of Punjab. The Professional Ethics Scale for Teachers (PEST, 2007) of Jasmeen Kaur was utilized to record proficient morals while showing background was recorded on an ordinal scale. With the backing of Pearson's Correlation, the study reported an insignificant positive relationship coefficient between proficient morals and showing background among lady teachers; along these lines demonstrating a pattern well coordinating towards "morals are found out crosswise over ages and age advance encounters.

Analysis and Discussions

Table 1

Results of test of significance between the mean scores of professional ethics among primary school teachers in Kanchipuram district: Population variables-wise

Variable	Sub-Variables	Mean	S.D	N	df	't' Cal. value	't' Tab. value	Level of Significance at (5 %)
Gender	Male	35.23	7.57	48	148	-3.706	1.96	Significant
	Female	40.22	7.92	102				
Domicile	Rural	37.44	8.09	90	148	-2.207	1.96	Significant
	Urban	40.38	7.92	60				
Family type	Joint	40.73	4.64	35	148	3.375	1.96	Significant
	Nuclear	39.59	8.76	115				
Number intimate friends	Upto 3	36.79	7.99	67	148	-2.519	1.96	Significant
	4 & above	40.09	7.98	83				
School locality	Rural	35.76	7.89	104	148	-9.747	1.96	Significant
	Urban	45.09	3.82	46				
Food habit	Vegetarian	36.17	8.92	63	148	-3.114	1.96	Significant
	Non-vegetarian	40.39	7.04	87				
Marital status	Married	38.71	8.85	80	148	-0.015	1.96	Not Significant
	Unmarried	38.72	7.15	70				

Male vs Female

From the above table it is clear that obtained 't' value is -3.706, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the gender". It is further noted that the female primary teachers have high professional ethics than male teachers.

Rural vs Urban

From the above table it is clear that obtained 't' value is -2.207, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the domicile". It is further noted that the urban nativity primary teachers have high professional ethics than rural nativity teachers.

Joint vs Nuclear

From the above table it is clear that obtained 't' value is -3.375, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the family type". It is further noted that the joint family primary teachers have high professional ethics than nuclear family teachers.

Upto 3 vs 4 & above intimate friends

From the above table it is clear that obtained 't' value is -2.519, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the number of intimate friends". It is further noted that the 4 and above number of friends having primary teachers have high professional ethics than upto 3 intimate friends having teachers.

Rural vs Urban school locality

From the above table it is clear that obtained 't' value is -9.747, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the school locality". It is further noted that the urban primary school teachers having high professional ethics than rural primary school teachers.

Vegetarian vs Non-vegetarian

From the above table it is clear that obtained 't' value is -3.114, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the professional ethics perceived by the primary school teachers with respect to the food habit". It is further noted that the non-vegetarian food eating primary school teachers having high professional ethics than vegetarian food eating primary school teachers.

Married vs Unmarried

From the above table it is clear that obtained 't' value is –0.015, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "There is no significant difference in the professional ethics perceived by the primary school teachers with respect to the marital status". It is further noted that the unmarried primary school teachers having high professional ethics than married primary school teachers.

Findings of the Study

- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the gender.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the domicile.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the family type.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the number of intimate friends.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the school locality.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the food habit.
- It was found that t**here is a significant** difference in the professional ethics perceived by the primary school teachers with respect to the marital status.

Educational Implications

Gender plays a vital role in professional ethics perceived by primary school teachers in Kanchipuram district. The out of the research shows that female primary school teachers possess well in professional ethics than male primary school teachers. So, the concerned authorities should undertake appropriate programmes for enhancing the level of professional ethics among male primary school teachers also.

The study has revealed that the Domicile of primary school teachers play an important role on the professional ethics. Urban teachers have upper hand in professional ethics than rural teachers. So, the concerned authorities should undertake appropriate programmes for enhancing the level of professional ethics among rural primary school teachers. It is very useful to enhance the level of professional ethics among urban primary school teachers to the maximum level to raise the importance of teaching profession in Kanchipuram district. This may be true to other districts with certain reservations.

Family type also plays a vital role in professional ethics among primary school teachers. The out of the research shows that joint family teachers do well in professional ethics than nuclear family teachers. Efforts should be taken for the upliftment of the professional ethics among primary school teachers also immediately.

The study has revealed that the number of intimate friends of primary school teachers play an important role on professional ethics. 4 and above having intimate friends teachers' have upper hand in professional ethics than upto 3 intimate friends having primary school teachers. So, the concerned authorities should undertake appropriate programmes for enhancing the level of professional ethics among upto 3 intimate friends having teachers also.

Due to school locality, urban locality school teachers' have more professional ethics than rural locality primary schools. So, the authorities should motivate the rural school teachers to enhance their professional ethics qualities.

The study has revealed that the food habit of primary school teachers play an important role on professional ethics. Non-vegetarian primary teachers' have upper hand in professional ethics than vegetarian primary school teachers. So, the concerned authorities should undertake appropriate programmes for enhancing the level of professional ethics among vegetarian taking teachers also.

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LEVEL OF ADJUSTMENT AMONG STUDENT TEACHERS

[1]A. Vences Cyril & [2]Dr. S. Prakash

Abstract

The process of adjustment starts right from birth of the child and continues till his death. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures. The objective of the study was to find out the level of adjustment of student teachers. Survey method was used for the investigation. 60 student teachers of Dindigul district were used as sample for the study. The investigators have used the standardized tool, Adjustment Inventory for college students (AICS) by Dr. A.K.P. Singh and Dr. R.P. Singh. The results showed that the level of adjustment of student teachers is moderate.

Key words: *Adjustment, college of education, student teachers.*

Introduction

The concept of adjustment is as old as human race on earth. It is a household word we speak of people as being well-adjusted or poorly adjusted. Well-adjusted people are regarded as successful in the art of living. The process of adjustment starts right from birth of the child and continues till his death. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures. Biologists used the term adaptation strictly for physical demand of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society (Chauhan, 2002). So adjustment means reaction to the demands and pressures of social environment imposed upon the individual (Garrison, 1960) found that, "good adjustment was associated with extroversion and poor adjustment with introversion."

Significance of the Study

Every person is unique in his thinking, reasoning and responding to particular situation and attitude towards the worldly things. With the passage of time, the development in the area of science, technology and industry gave birth to a complex system of society. These developments have brought along with a number of problems in different dimensions of adjustment (Dandapani, 2000). The present trend in the educational practices emphasize the necessity of understanding each and every student. In order to understand the student at individual level, knowledge of their their problems of adjustment is very important.

The investigator feels that with the change in education system and to cope up with the demanding society, student teachers have to pass through various problems in relation to school, family, society and personal as well as achievement problems. They must be emotionally adjusted, competent and sharp. So that they may understand the feelings of the learners. This adjustment would create a congenial atmosphere among students. Being teacher educators this thought directs these researchers towards analyzing the level of adjustment among student teachers.

Objectives

1. To find out the level of adjustment of student teachers.
2. To find out the level of adjustment of student teachers with regard to gender.
3. To find out the level of adjustment of student teachers with regard to religion.
4. To find out the level of adjustment of student teachers with regard to location of college.
5. To find out the level of adjustment of student teachers with regard to marital status.

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Hypothesis

H_o1: The level of adjustment of student teachers is average.

H_o2: The level of adjustment of student teachers is average with regard to gender.

H_o3: The level of adjustment of student teachers is average with regard to religion.

H_o4: The level of adjustment of student teachers is average regard to location of college.

H_o5: The level of adjustment of student teachers is average regard to location of college.

Delimitations of the Study

1. The study is limited to student teachers of Dindigul district only.
2. The investigator has proposed to choose only 60 student teachers as sample for the study.

Background of the Study

Sharma, I. (1989) Conducted a study on school adjustment problems rural high school students in relation to sex and socio economic status. The study revealed that, boys and girls do not differ significantly in their mean scores of school adjustment in terms of studies subject, classroom school mates, school teachers and self. But boys and girls differ significantly and high socio-economic status group of students is better adjusted than overage and low socio-economic status in terms of studies subject, class work and school environment.

Subudhi, (1990) Conducted a study on adjustment of college student in relation to their anxiety and intelligence. The study revealed that, there is no significant differences attributed to sex were found either in personal or in total adjustment scores. More differences were found in personal social and total adjustment scores at different levels of anxiety and intelligence.

Method Used

The investigator has adopted survey method in this study for level of adjustment among student teachers.

Population and Sample

The population of the present study consists of student teachers those who are studying in B.Ed., colleges of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 60 student teachers. Among them 22 were male and 38 were female student teachers.

Tools Used

This study aims to evaluate the level of adjustment among student teachers. The investigator has used the standardized tool, Adjustment Inventory for college students (AICS) by Dr. A.K.P. Singh and Dr. R.P. Singh.

Statistics Techniques Used

Percentage analysis was used in this study.

Analysis of Data

Table 1

Level of Adjustment of Student Teachers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Home Adjustment	10	16.7	40	66.7	10	16.7
Health Adjustment	7	11.7	42	70.0	11	18.3
Social Adjustment	11	18.3	39	65.0	10	16.7
Emotional Adjustment	13	21.7	35	58.3	12	20.0
Educational Adjustment	12	20.0	38	63.3	10	16.7
Overall Adjustment	8	13.3	45	75.0	7	11.7

Table 2

Level of adjustment of student teachers with Regard to Gender

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Home Adjustment	Male	3	13.6	14	63.6	5	22.7
	Female	7	18.4	26	68.6	5	13.2
Health Adjustment	Male	1	4.5	18	81.8	3	13.6
	Female	6	15.8	24	63.2	8	21.1
Social Adjustment	Male	2	9.1	17	77.3	3	13.6
	Female	9	23.7	22	57.9	7	18.4
Emotional Adjustment	Male	4	18.2	13	59.1	5	22.7
	Female	9	23.7	22	57.9	7	18.4
Educational Adjustment	Male	3	13.6	16	72.7	3	13.6
	Female	9	23.7	22	57.9	7	18.4
Overall Adjustment	Male	2	9.1	18	81.8	2	9.1
	Female	6	15.8	27	71.1	5	13.2

Table 3

Level of adjustment of student teachers with Regard to Religion

Dimensions	Religion	Low		Moderate		High	
		N	%	N	%	N	%
Home Adjustment	Hindu	6	17.1	24	68.6	5	14.3
	Muslim	2	14.3	10	71.4	2	14.3
	Christian	2	18.2	6	54.5	3	27.3
Health Adjustment	Hindu	6	17.1	24	68.6	5	14.3
	Muslim	1	7.1	9	64.3	4	28.6
	Christian	0	0.0	9	81.8	2	18.2
Social Adjustment	Hindu	7	20.0	23	65.7	5	14.3
	Muslim	2	14.3	10	71.4	2	14.3
	Christian	2	18.2	6	54.5	3	27.3
Emotional Adjustment	Hindu	10	28.6	19	54.3	6	17.1
	Muslim	3	21.4	9	64.3	2	14.3
	Christian	0	0.0	7	63.6	4	36.4
Educational Adjustment	Hindu	10	28.6	20	57.1	5	14.3
	Muslim	2	14.3	9	64.3	3	21.4
	Christian	0	0.0	9	81.8	2	18.2
Overall Adjustment	Hindu	7	20.0	26	74.3	2	5.7
	Muslim	1	7.1	12	85.7	1	7.1
	Christian	0	0.0	7	63.6	4	36.4

Table 4

Level of adjustment of student teachers with regard to Marital Status

Dimensions	Marital Status	Low		Moderate		High	
		N	%	N	%	N	%
Home Adjustment	Married	3	13.6	14	63.6	5	22.7
	Unmarried	7	18.4	26	68.6	5	13.2
Health Adjustment	Married	1	4.5	18	81.8	3	13.6
	Unmarried	6	15.8	24	63.2	8	21.1
Social Adjustment	Married	2	9.1	17	7.3	3	13.6
	Unmarried	9	23.7	22	57.9	7	18.4
Emotional Adjustment	Married	4	18.2	13	59.1	5	22.7
	Unmarried	9	23.7	22	57.9	7	18.4
Educational Adjustment	Married	3	13.6	16	2.7	3	13.6
	Unmarried	9	23.7	22	57.9	7	18.4
Overall Adjustment	Married	2	9.1	18	81.8	2	9.1
	Unmarried	6	15.8	27	71.1	5	13.2

Results and Discussion

- The table 1 reveals that the level of overall adjustment of student teachers is moderate. (75%). This may be due to the fact that student teachers with their earlier experiences in schooling and college would have developed the adjustments in all aspects.
- The table 2 reveals that the level of overall adjustment of student teachers in terms of gender is moderate. Among the moderate values, the level of male student teachers (81.8%) is higher than female student teachers (71.1%). This may be due to the fact that male student teachers with more exposure to outside world adjust themselves better.
- The table 3 reveals that the level of overall adjustment of student teachers in terms of their religion is moderate. Among the moderate values, the level of Muslim student teachers (85.7%).is higher than Hindu (74.3%) and Christian (63.6%) student teachers. This may be due to the fact that Muslim student teachers by their religious tradition and culture develop more adjustments than their counterparts.
- The table 4 reveals that the level of overall adjustment of student teachers in terms of their marital status is moderate. Among the moderate values, the level of married student teachers (81.8%) is higher than unmarried student teachers (71.1%). This may be due to the fact that married student teachers living with their partners would have experienced more adjustments than their counterparts.

Conclusion

The authors concluded that the level of overall adjustment of student teachers is moderate. Better facilities should be provide in the school environment so that girls can adjust themselves in a better way. Parents should pay attention towards the adjustment problems of their girls. Organizing field trip, seminars, workshops and tours by themselves should be arranged for the unmarried student teachers for the development of adjustment.

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