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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &
Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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A STUDY ON LEARNING ENVIRONMENT AMONG HIGHER SECONDARY STUDENTS IN PONDICHERRY

¹Dr. S.Anuruba

Abstract

The present study is an attempt to find out the learning environment among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose and learning environment scale were distributed to them and their responses were collected and computed according to the objectives framed. Results found that majority of the higher secondary students showed highly favourable learning environment and the same trend has been seen in respect of the sub-samples too.

keywords: Learning environment, higher secondary students.

Introduction

A congenial and favourable Learning Environment (school and home) not only shapes personality, but also facilitates or inhibits various aptitudes of an individual, but on the other hand unfavourable Learning Environment (school and home) could destroy all the chances for success of a brilliant person. Learning Environment is influenced by a number of factors. With reference to the various factors influenced the Learning Environment, it is obvious that the Higher Secondary students' Learning Environment is a major determinant of Achievement in Chemistry that are related to their future career. Dwivedi,R.D. (2005) defines Learning Environment, "students from schools of enriched environment has better academic achievement".

Objectives of the Study

1. To find out the nature of Learning Environment of Higher Secondary Schools.
2. To find out the significant difference between the following selected pairs of sub-samples with respect to their Learning Environment.
 - a. Gender (Male/ Female).
 - b. Type of the School (Government/ Private).
 - c. Location of the School (Rural/Urban).
 - d. Type of the Family (Nuclear/ Joint).

Hypotheses of the Study

1. The nature of Learning Environment exists in Higher Secondary Schools is favourable.
2. There is no significant difference between the male and female Students in respect of their Learning Environment.
3. There is no significant difference between the Students studying in Government Schools and Private Schools in respect of their Learning Environment.
4. There is no significant difference between the Urban School and the Rural School Students in respect of their Learning Environment.
5. There is no significant difference between the Students who hail in nuclear family and joint family in respect of their Learning Environment.

Methodology

In the present study Normative Survey Method has been used, since it deals with present condition.

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Sampling Technique Used in this Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

Tool

Learning Environment Scale by S. Rajasekar.

Data Analysis and Findings

Table 1
Nature of Learning Environment of Higher Secondary School Students

Level	N	Percentage (%)
Unfavourable	90	15.00%
Favourable	510	85.00%
Total	600	100.0%

The nature of Learning Environment of the Higher Secondary students have been computed for the entire sample and it is given in Table No.1. From the above table, out of 600 Higher Secondary students, quite interestingly as a maximum of 510(85%) have registered their Favourable Learning Environment and 90(15%) students have expressed their Unfavourable Learning Environment. This has been diagrammatically presented in Fig. No.1.

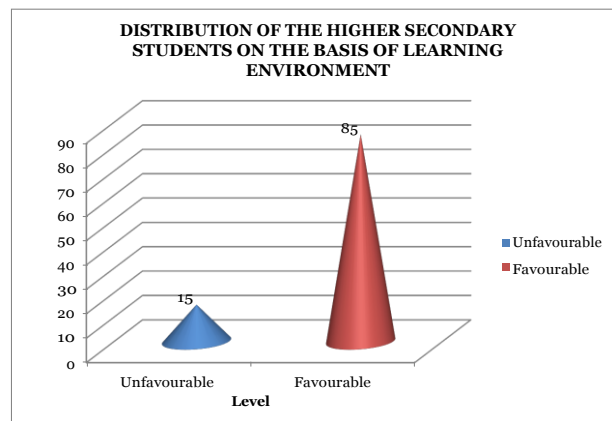


Figure 1

Table 2
The Significance of the Difference between the Means of Learning Environment Scores of Male and Female Students

Sub-Sample	N	Mean	S.D	t-value	Significance at 0.01 Level
Male	291	116.03	18.61	4.10	0.001(S)
Female	309	122.86	22.11		

The details of the calculation are given in the above shown Table No.2. The t-value is found to be 4.10 and it is significant at 0.01 level. Therefore, this Null Hypothesis is rejected and it is concluded that there is significant difference between the two in this. Thus, the Gender of the Students caused significant difference in respect of their Learning Environment.

Table 3
The Significance of the Difference between the Means of Learning Environment Scores of Government and Private School Students

Sub- Sample	N	Mean	S.D	t-value	Significance at 0.05 Level
Government	301	118.71	20.67	0.98	0.32 (NS)
Private	299	120.38	20.85		

The details of the calculation are given in the above shown Table No.3. The t-value is found to be 0.98 and it is not significant at 0.05 level. Therefore, this Null Hypothesis is accepted and it is concluded that there is no significant difference between the two in this. Thus, the Type of the School caused no significant difference in respect of their Learning Environment.

Table 4
The Significance of The Difference between the Means of Learning Environment Scores of Rural and Urban School Students

Sub-Sample	N	Mean	S.D.	t-value	Significance at 0.05 Level
Rural	302	117.87	21.97	1.99	0.04 (S)
Urban	298	121.24	19.33		

The details of the calculation are given in the above shown Table No.4. The t-value is found to be 1.99 and it is significant at 0.05 level. Therefore, this Null Hypothesis is rejected and it is concluded that there is significant difference between the two in this. Thus, the Locality of the School caused significant difference in respect of their Learning Environment.

Table 5
The Significance of the Difference between the Means of Learning Environment Scores of Nuclear and Joint Family Students

Sub-Sample	N	Mean	S.D	t-value	Significance at 0.05 Level
Nuclear family	335	118.85	21.79	0.93	0.34 (NS)
Joint family	265	120.43	19.37		

The details of the calculation are given in the above shown Table No.5. The t-value is found to be 0.93 and it is not significant at 0.05 level. Therefore, the Null Hypothesis is accepted and it is concluded that there is no significant difference between the two in this. Thus, the Type of Family of the Higher Secondary students caused no significant difference in respect of their Learning Environment.

Conclusion

From the above analysis, it is concluded that the majority of the entire sample of Higher Secondary students shows highly favourable Learning Environment. The sub-samples of the present study such as gender and locality of the school shows significant Learning Environment and type of the school and type of the family shows no significant difference in Learning Environment.

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EMPOWERING RURAL WOMEN FOR HIGHER EDUCATION THROUGH DEVELOPING COMMUNICATION SKILLS

¹ Dr. A. Mary Delphine

Introduction

The traditional and cultural factors in India are highly favouring male development and domination whereby women who constitute a comparatively higher percentage are less in percentage of education, career and advancements. This could have been mainly due to their confinement to the domestic duties and unawares of their potential. In order to help them identify their capacity and to utilize to the optimum for social and national development and to have innovative measures in women issues this study has been undertaken.

Need for the Study

English Grammar has been a threat to the Indian students who have it as a second language in their school curriculum. This affects their studies even at higher level. The investigator has seen the difficulties of the students and also has the interest to present the most difficult lessons of the students in a way which is very interestingly approached by them. Communication skills are presented through media across the world. The investigator has made the effort to prepare a package for the media. Hence the need for the study.

Background of the Study

Technology has a positive effect on both of the teacher and the learner. Technology provides learners with regulation of their own learning process and easy access to information the teacher may not be able to provide. Learning is made attractive and easy in a mode where the learner is more happy and comfortable with. The investigator has done researches with packages for acquiring communication skills. Being an English teacher she felt that this will be used as a platform for developing skills because it may give results in manifold. This is the background of the study.

Statement of the Problem

The problem of the study is entitled as, "**Empowering Rural Women For Higher Education Through Developing Communication Skills**".

Operational Definitions

Empowering: Refers to the gain obtained by learners after learning through the material prepared by the investigator.

Rural Women: Refers to Female folk living in the under developed and remote areas

Higher Education: Refers to the level of education after higher secondary level or school level

Communication Skills: Refers to all the aspects of the skills such as Listening Speaking Reading and Writing of using English language which is a foreign and second language in India.

Variables of the Study

Dependent variable:

Gain Ratio

Independent variables:

- (i) Level of Study : 10thStd/ Above 10thStd
 (ii) Father's Education : Literate/ Illiterate

¹ Principal, St. Justin's College of Education, Madurai

- (iii) Mother's Education : Literate/ Illiterate
 (iv) Family Type : Joint/Nuclear
 (v) Smartphone usage : Yes/ No

Objectives of the Study

The following are the objectives of the study:

- To find out the level of education of women in rural areas
- To find out the level of women participation in social and national events
- To find out the significant difference among variables in their level of Education and involvement
- To prepare the learning materials for Communication skills based on their level
- To Empower the rural women through Communication Skills using technology

Hypotheses of the Study

1. The level of education of women in rural areas is average
2. There is a significant difference among rural women in their level of education and involvement in terms of the following variables:
 - (a) Level of Study : 10thStd/ Above 10thStd
 - (b) Father's Education : Literate/ Illiterate
 - (c) Mother's Education : Literate/ Illiterate
 - (d) Family Type : Joint/Nuclear
 - (e) Smartphone usage : Yes/ No

Methodology in Brief

Survey Method was used in this study

1. Tools used

A three point scale- Questionnaire prepared by the investigator

2. Samples of the Study

The researcher selected; 500 Samples from rural areas of Madurai district to serve as respondents, Nagamalai Pudukottai, Vadipatti, Paravai, Thirupuvanam and Poovandhi

Statistical Techniques Used

The following Statistical Techniques were used in the present study: Mean; Standard Deviation and 't' test

Delimitations

The study involves only few rural areas in Madurai District

Scope of the Study

Communication skills is essential in the modern world. Everything revolves around media. Rural areas are not exceptions. As much as the world is moving forward the rural people especially women still remain in their same status. . The researcher has developed a special software to educate the mass of women. This study will help to lift them up through the developed software and make them to self confident ,self sustaining and supporting others.

Analysis of Data

Table 2
Three levels of communication skills among Rural Women

S. No	Level	Value	No.of Women	Percentage
1	Low level	Less than 150	73	11.33%
2	Moderate	150-250	299	66.33%
3	High	Above 250	128	22.33%

Among the 500 samples 420 of them gained moderate level of developing communication skills that scores land between(150-250).

Hypothesis: 1: The level of developing communication skills among rural women is above average.

Table 3
Table showing the level of Communication Skills among Rural women

Sample	No of Students	Theoretical Mean	Calculated Mean	Result
Rural Women	500	250	286.5	Above Average

From the above table it is inferred that the obtained mean 286.5 is greater than the theoretical mean 250. This shows that the level of developing communication skills among rural women is above average. Hence the research hypothesis, "The Level of communication skills among rural women is above average" is accepted.

Interpretation

The level of Communication Skills among Rural women is above average. This may be due to the environment around that is having learnt with experienced teachers and availability of internet. This is also due to some of the women being self motivated.

Hypothesis 2: There is a significant difference among rural women in their communication skills in terms of their Level of study.

Table 4
Table showing the Difference among Rural Women in their Communication Skills in Terms of their Level of Study

Variable	Sub Variable	Mean	S.D	N	't' Value	Level of Significance	Result
Level of Study	10 th std	158.043	20.88	283	6.37	0.05	Significant
	Above 10 th Std	175.32	24.16	217			

From above the table it is inferred that the calculated 't' value 6.37 is greater than the table value 1.96 at 0.05 level of significance. Hence the research hypothesis is accepted.

Interpretation

The result may be due to the self involvement and motivation. In rural areas women are eager to do anything and are advanced in the things they undertake. Nowadays girls are participating in all type of activities. This may be the reason for getting this result.

Hypothesis 3: There is a Significant difference among rural women in their communication skills based on their Father's Education

Table 5
Table showing the Difference among the Rural Women in their Communication Skills based on their Father's Education

Variable	Sub Variable	Mean	S.D	N	't' Value	Level of Significance 0.05
Father's Education	Literate	190.67	23.33	200	1.172	Significant
	Illiterate	144.83	19.77	300		

From the above table the 't' value is greater than 1.96 at 0.05 level. So the research hypothesis is accepted.

Interpretation: The rural women from Literate fathers have better score than that of the illiterate fathers which is a justifiable cause. This poses a challenge to take efforts to improve their status.

Hypothesis 4: There is a Significant difference among rural women in their communication skills based on their Mother's Education

Table 6
Table showing the Difference among the Rural Women in their Communication Skills Based on their Mother's Education

Variable	Sub Variable	Mean	S.D	N	't' Value	Level of Significance 0.05
Mother's Education	Literate	182.12	20.63	200	2.86	Significant
	Illiterate	201.71	17.05	300		

From the above table the 't' value is greater than 1.96 at 0.05 level. So the research hypothesis is accepted.

Interpretation: The rural women from Literate mothers have better score than that of the illiterate mothers which is a justifiable cause. This poses a challenge to take efforts to improve their status.

Hypothesis 5: There is a Significant difference among rural women in their communication skills based on their Family Type

Table 7
Table showing the Difference among the Rural Women in their Communication Skills Based on their Family Type

Variable	Sub Variable	Mean	S.D	N	't' Value	Level of Significance 0.05
Family Type	Joint	196.13	24.56	250	0.163	Not Significant
	Nuclear	189.01	20.17	250		

From the above table the 't' value is less than 1.96 at 0.05 level. Hence the research hypothesis is rejected.

Interpretation: The rural women from Joint Families have better score than that of the Nuclear families which is encouraging to get the support and help of kith and kin in improving one's skills. This poses a challenge to nuclear families to take more efforts to improve their living and working status.

Hypothesis 6: There is a Significant difference among rural women in their communication skills based on their Smartphone Usage

Table 8
Table showing the Difference among the Rural Women in their Communication Skills based on their Smart phone usage

Variable	Sub Variable	Mean	S.D	N	't' Value	Level of Significance 0.05
Smartphone usage	Yes	176.12	21.43	250	0.890	Not Significant
	No	197.10	21.74	250		

From the above table the 't' value is less than 1.96 at 0.05 level. Hence the research hypothesis is rejected.

Interpretation: The rural women are all in the usage of Smartphones. This has helped them so much that there is no difference among them in their communication skills.

Hypotheses Verification

1. The level of communication skills among rural women is average - Accepted
2. There is a significant difference among rural women in their communication skills based on Level of study – Accepted
3. There is a significant difference among rural women in their communication skills based on Father's Education – Accepted
4. There is a significant difference among rural women in their communication skills based on Mother's Education- Accepted
5. There is a significant difference among rural women in their communication skills based on Family Type –Rejected
6. There is a significant difference among rural women in their communication skills based on Smartphone Usage –Rejected

Educational Implications

1. The result of the study helps to insist and improve the developing communication skills among rural women.
2. Guidance should be given to the rural women to raise the level of developing communication skills.
3. The educators can concentrate on developing the four language skills, Listening, Speaking, Reading and Writing skills.
4. Language learning can be given importance even at all school levels.
5. Educators need to promote the right way to teaching the skills.
6. Parent's need to be given the awareness of the developing communication skills.
7. Parent's need to encourage the female children in their need for developing communication skills.
8. Educators need to improve the skills by creating confidence among the rural higher secondary school students.
9. Practical works need to be given in developing communication skills of the school students.
10. Educators need to identify the level of school students in developing their language skills and accordingly they should be trained in acquiring the skills.
11. Employment based on the skills may be given which will encourage the rural women.

Conclusion

The investigator being an English teacher has a keen interest in developing communication skills among school students. Acquiring the skills such, as listening, Speaking, Reading and Writing is the ultimate aim in learning of the language. Hence prepared Questionnaire and did survey to find the result. There is significant difference in developing communication skills among rural higher secondary school students with better communication only rural women can cross all barriers of their learning and living and can meet the global standard and enjoy the higher learning in high note.

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A STUDY ON SELF ACCEPTANCE OF COLLEGE STUDENTS

¹ Dr.G.Maheswari

Abstract

Acceptance provides opportunities for positive development within an individual. But generally acceptance of self becomes difficult as adolescence do not look at them with a positive approach. Adolescent population requires a positive self-acceptance to improve their achievement in all aspects. In this study the investigator has used simple random technique. By this technique 600 college students were selected. This sample consists of 365 male and 235 female students. The sample data were collected from 6 Arts and Science colleges in Virudhunagar district. In the present study, the investigator has used standardized tool constructed by Muthu in 2009. The investigator found out the level of self acceptance of college students with respect to gender and type of college is moderate. The result shows that there is a significant difference between male and female college students in their self acceptance.

Introduction

College students are coming under the adolescence group. Adolescence is a complex stage of life in which physiological and psychological changes begin and is characterized by a period of heightened storm and stress. Adolescence is the period when one thinks about one's own identity, physical, intellectual, emotional and moral aspects that influence the development of one's self. It is more difficult for girls to formulate a clear and accepting views of their feminine identity than it is for boys, to accept their masculinity. In their upbringing, there is more incentive for boys to prefer to be boys than for girls to prefer to be girls. Boys have more privileges, they are less strictly supervised, they are not judged as severely as girls for misconduct, they move into a man's world very smoothly. The masculine genders look forward to an occupation and financial independence as a necessity in life than the feminine gender. As girls reach and advance through adolescence, the major occupation many of them look forward is to marriage and motherhood. It has been found that with increasing age boys become more secure in their masculine role whereas girls become less firmly identified with their feminine role. This paves way for the masculine gender to develop a positive self-acceptance.

A person's feeling about his own self will have an impact on his future achievement, learning, decision making etc. Physical appearance and attributes is based on how an individual perceives himself and his surroundings determined by his efforts and goals, his strivings and aspirations. One's view of himself, his ideas about his physical appearance and characteristics or quality incorporates his/her self-concept. Self-acceptance is not carved in stone, it can be changed. Children learn about themselves through their relationships with others. One's ideas about one self are influenced by others' ideas about him/her. It is from other people that we learn what we are good at and what we are bad at and whether we are lovable or unlovable, clever or unintelligent, wanted or unwanted, which then become the raw materials for self-acceptance.

Significance of the Study

Self-acceptance is essential for our overall health and happiness. This attributes affect not only our mental and emotional health but also our physical health in very real and concrete ways. It happens on a very subtle level, but over time this disconnection from the full potential of life force connection can manifest with concrete health issues. Self-acceptance is the satisfaction or contentment with oneself and our position, and it is a fundamental pillar of mental health and well-being. It involves a realistic understanding and appreciation of one's strengths and weaknesses. Someone who has developed self-acceptance recognizes their unique worth and has a compassionate attitude towards themselves. They know their limits, but they are not held back by irrational limiting beliefs.

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Self-acceptance is a mindful decision that individuals make when they take responsibility for their lives and realize that they are in control of the decisions that create their personal world. When they view the world and themselves mindfully, they are able to accept themselves unconditionally.

Methodology

In this study the investigator has used simple random technique. By this technique 600 college students were selected. This sample consists of 365 male and 235 female students. The sample data were collected from 6 Arts and Science colleges in Virudhunagar district. In the present study, the investigator has used standardized tool as self acceptance scale constructed by Muthu in 2009. It consists of 34 items. Each item has two responses. There are: Yes and No. All the items are positive in nature.

Operational Definitions

- **Self Acceptance**

Self-acceptance refers to the recognition of our abilities and achievements, together with acknowledgement and acceptance of our limitations.

- **College Students**

Students studying in Arts and Science colleges of Virudhunagar district.

Objectives of the Study

1. To find out the level of Self-acceptance of college students with respect to gender and type of college.
2. To find out significant difference if any in the Self-acceptance of college students with respect to gender and type of college.

Descriptive Analysis

1. To find out the level of Self-acceptance of college students with respect to gender.

Table 1
Level of Self Acceptance of College Students with Respect To Gender

Variable	Gender	Low		Moderate		High	
		Count	%	Count	%	Count	%
Self-acceptance	Male	66	18.1	227	62.2	72	19.7
	Female	52	22.1	122	51.9	61	26.0

It is observed from the above table that among the male college students, 18.1% of them have low level of self-acceptance. 62.2% of them have moderate level and 19.7% of them have high level of Self-acceptance.

Among the female college students, 22.1% of them have low level of self-acceptance. 51.9% of them have moderate level and 26.0% of them have high level of Self- acceptance.

2. To find out the level of Government, Government Aided and Private college students in their self-acceptance.

Table - 2
Level of Self Acceptance of College Students with Respect to Type of College

Variable	Type of College	Low		Moderate		High	
		Count	%	Count	%	Count	%
Self-acceptance	Government College	22	22.0	53	53.0	25	25.0
	Government Aided College	73	18.2	241	60.2	86	21.5
	Private College	23	23.0	55	55.0	22	22.0

It is observed from the above table that among the government college students, 22.0% of them have low level 53.0% of them have moderate level and 25.0% of them have high level of Self- acceptance.

Among the Government aided college students, 18.2% of them have low level 60.2% of them have moderate level and 21.5% of them have high level of Self- acceptance.

Among the private college students, 23.0% of them have low level 55.0% of them have moderate level and 22.0% of them have high level of Self- acceptance.

Differential Analysis

Null Hypothesis: 1

There is no significant difference between male and female college students in their self-acceptance.

Table 3
't' Values for Self Acceptance Scores with Respect to Gender

Variable	Gender	N	Mean	SD	Calculated t-Value	Remarks at 5% level
Self-acceptance	Male	65	43.03	6.09573	2.06	S
	Female	235	43.1	6.67492		

(At 5% level the significant table value 't' is 1.96)

S-Significant

It is inferred from the table 3 the calculated 't' value 2.06 is greater than the table value 1.96 at 5% level of significance. Hence that null hypothesis is rejected. Thus the result shows that there is a significant difference between male and female college students in their self acceptance.

While comparing the mean scores of college students, female students (mean= 43.1) are better than the male students (mean= 43.03) in their self acceptance.

Null Hypothesis: 2

There is no significant difference among Government, Government Aided and Private college students in their self- acceptance.

Table 4
't' Values for Self Acceptance Scores with Respect to Type of College

Type of College	Mean	Source of Variation	Df	Sum of square	Means square	Calculated F-Value	Remarks at 5% level
Government	43.1515	Between Groups	2	32.378	16.189	0.40	NS
Government Aided	43.305						
Private	34	Within Groups	597	23919.020	40.065		

(At 5% level the significant table value 'F' is 3.03)

NS- Not significant

It is inferred from the table 4 the calculated 'F' value 0.40 is less than the table value 3.03 at 5% level of significance with degrees of freedom 2. Hence that null hypothesis is accepted. Thus the result shows that there is no significant difference among Government, Government aided and private college students in their self- acceptance.

While comparing the mean scores of college students, Government aided college students (mean= 43.305) are better than the Government and private college students (mean= 43.15 and 34) in their self acceptance.

Findings of the Study

1. The level of level of college students in their self- acceptance with respect to gender and type of college is moderate.
2. There is a significant difference between male and female college students in their self acceptance.
3. There is no significant difference among Government, Government aided and private college students in their self- acceptance.

Conclusion

Self acceptance of college students is moderate which implies that the students of now a days are not confident on themselves and there is no opportunity given to the college students to enhance their self concept. The present investigation also will be helpful to all graduate, post graduate and researcher of 'Psychology' and 'Education' as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in 'psychology' and 'Education'.

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A STUDY ON SELF -ESTEEM AMONG SCHOOL STUDENTS

¹ Dr. C. Meenakshi

Abstract

Today we live in competitive world, where academic excellence is a must for success in life. Self-esteem plays a dominant role in the achievement of the school students. Self-esteem is an important factor, which enhance a good education and directs the students towards success and thus contribute to the welfare and progress of the nation. Hence there is a need to the study the self-esteem level of school Students. The investigator adopted survey method and the random sampling technique is used. The population selected for this study is the school students and the size of the sample is 320 students. The validated self esteem five pointer rating scale with 40 items were used. The results indicated that the self esteem among the school students is high and there is significant difference in the self esteem of the school students based on the gender.

Introduction

Everyone in the world is motivated by a need for Self-esteem and satisfying that need, is critical to our entire outlook on life. Self-esteem is considered to be the important psychological factor which plays a vital role in every individual's life. Self-esteem is an affective portion of life. The self esteem is vital in running our life smoothly in this current turbulent period in the world.

Statement of the Study

To identify the level of self -esteem among school students

Need for the Study

Self-esteem refers to the degree to which one value the self. The unique responsibility of the school is to impart and help children in the acquisition of the scholastic skills of the several factors influencing academic achievement, Self-esteem may be said to play a dominant role in the achievement of the school students. A person with a high Self-esteem perceives himself/herself as better, more capable, and greater worth, than does someone with low Self-esteem.

Today we live in competitive world, where academic excellence is a must for success in life. One of the goals of higher secondary stage of education is to equip the school leavers with necessary knowledge and skill to participate as adults in social and economic life of a large society. Self-esteem is an important factor, which enhance a good education and directs the students towards success and thus contribute to the welfare and progress of the nation. Hence there is a need for the study of Self-esteem level of school Students and their relation with academic achievement.

Background of the Study

Now a days, students are hypersensitive to criticisms. So they are tending to create a habitual state of dissatisfaction with oneself. Some students though they have the ability, fail to achieve, they also find difficulty to mingle with peer groups and improve their achievements. But some are quite bold and venture to do things and make greater effort for better performance. The difference is due to the psychological variable, the level of Self-esteem they posses. The investigator begins in the educational field felt that this factor should be studied, so as to direct the students, to understand their worth and make provisions for the maximum development of their potentiality and the proper use of it.

Operational Definitions

Self-Esteem: Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual hold himself.

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School Students: It refers to the school students studying in different levels such as secondary schools, high schools in Government Schools, Non Government Schools.

Variables Used in the Study

- Self Esteem
- Population variables

Objectives of Study

- To find out self -esteem among school students.
- To find out self -esteem levels among school students based on gender, type of school, locality of the school, parental occupation and Parental Education.

Hypotheses of the Study

- 1) The self -esteem among school students is not high.
- 2) There is no significant difference in self- esteem among school students based on gender, type of school, locality of the school, parental occupation and Parental Education.

Methodology

The investigator adopted survey method and the random sampling technique is used. The population selected for this study is the school students and the size of the sample is 320 students from two Government Higher Secondary Schools, two Non Government schools in Sivagangai district with due representative given to the variable namely Gender, type of School, Location of the school, Educational qualification of Parents, Occupation of Parents. The validated self esteem five pointer rating scale with 40 items were used.

Statistical Treatment

- The Arithmetic mean
- The Standard deviation
- The 't' test

Analysis and Interpretation

Ho.1. The self -esteem among school students is not high.

Table 1
The Self Esteem among School Students

Variable	No. of students (N)	Theoretical Mean	Calculated Mean
School students	320	80	92.955

The result showed that the calculated mean value is higher than the theoretical mean. This expressed that the level of self esteem is higher among the school students. Hence the null hypothesis, the self -esteem among school students is not high is rejected.

Interpretation

Today we are living in the highly competitive world where students have to meet the global talents and excel in the academic achievement. For this the self esteem of each and every student is very important because it plays the vital role in progressing and stand if there is success or failures on their path. So, all the parents, school teachers and counselors raise their self confidence and self esteem on regular basis. Above discussed may be the reason for the high self esteem among the school students.

Ho.2. There is no significant difference in self- esteem among school students based on gender, type of school, locality of the school, parental occupation and Parental Education.

Table 2
Difference in Self- Esteem Among School Students on Various Variables

Variable	Sub variables	N	Mean	S.D	't' value	Level of significant 0.05 level	Findings
School Students	Boys	160	103.68	17.21	10.6835	Significant	Accepted
	Girls	160	82.23	18.68			
School Students	Rural	160	108.48	18.78	1.8723	No Significant	Rejected
	Urban	160	104.656	18.60			
School Students	Govt School	160	108.418	16.939	1.92	No Significant	Rejected
	Non Govt School	160	104.718	17.5346			
School Students	Govt Job	95	106.052	17.481	0.3326	No Significant	Rejected
	Non Govt Job	225	106.78	19.353			
School Students	Schooling	200	107.955	17.455	1.761	No Significant	Rejected
	Graduation	120	104.25	18.599			
	Urban girls	80	107.4	20.2326			

The result showed that the calculated t value based on the gender is 10.6835 is higher than the table value 1.96 at 0.5level. Hence the null hypothesis, there is no significant difference in self- esteem among school students based on gender is rejected. The remaining population variables calculated t values are lesser than the table value 1.96 at 0.5level. Hence the null hypothesis, there is no significant difference in self- esteem among school students based on all other variables like type of school, locality of the school, parental occupation and Parental Education is accepted.

Interpretation

There is significant difference in self- esteem among school students based on gender. This result indicated that different level of self esteem among the school students, this may be due to their attitude, personal judgment, perceiving things around them, parental motivation, teachers support, peer influence and their growing environment. The self esteem is highly influential in their progress in all their activities. The result indicated that self esteem among the school students based on type of school, locality of the school, parental occupation and Parental Education doesn't show significant difference.

Findings

1. The level of self esteem among school students is high.
2. There is significant difference on self esteem among school students based on gender.
3. There is no significant difference self esteem among school students based on locality of school.
4. There is no significant difference self esteem among school students based on Type of School.
5. There is no significant difference on self esteem among school students based on parental occupation.
6. There is no significant difference on self esteem among school students based on parental education.

Educational Implications

- Academic skills depends on one's self esteem. So measures should be taken to raise the level of self esteem.
- Adequate soft skill programmes should be given to students to improve self esteem level.

Delimitations

- i. This study is restricted to High school students alone.
- ii. This study is restricted to Sivagangai district in Tamil Nadu.

Conclusion

Thus the investigator concluded that the self esteem among school students is high. This exhibits the importance of self esteem among the school students to achieve high in their life. They have to be

psychologically good and understand what is life. Self esteem reflects persons overall subjective emotional education of his / her own worth. It is the Judgement of oneself as well as attitude toward the self. So we should increase self esteem level.

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A STUDY ON THE COPING STRATEGIES OF SECONDARY SCHOOL STUDENTS

¹ Dr. A. R. Anandha Krishnaveni² G.Raja**Abstract**

The main objective of the study was to find out level of coping strategies of secondary school students and to find the difference between male and female secondary school students in their coping strategies. The sample consists of 350 higher secondary students randomly selected from 10 higher secondary schools in Virudhunagar district of Tamil Nadu. The investigator has used the adopted tool for Coping Strategies which was prepared by Mr.E.Kathiravan(2011). The research reveals that the level of coping strategies of male and female secondary school students was average. Significant difference found between male and female secondary students in their coping strategies.

Introduction

An important aspect of education throughout the world today is the promotion of international superstitious beliefs and develops a scientific outlook on life. The prosperity of a nation depends very much upon the educational system of that country as it prepares the future citizens of the country. Coping strategies refer to the specific efforts, both behavioural and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events.

Significance of the Study

Coping is an activity we do to seek and apply solutions to stressful situations or problems that emerges because of our stressors. Coping strategy is a behaviour that helps us to functions well in a given situation. Coping mechanisms can also be described as "survival skills". They are strategies that people use in order to deal with stresses, pain, and natural changes that we experience in life. Coping mechanisms are learned behavioural patterns used to cope. An individual may learn from other ways to manage our stresses. There are negative coping mechanisms and positive coping mechanisms. Many people use their coping mechanisms to benefit them in a positive way. However, were not always able to cope with the difficulties that we face. One who experiences a range of emotions throughout our lives, some good, some not so good. Our behaviours are usually a result of how we handle our emotions. If all are able to handle our emotions positively our behaviour will likely be positive. Positive coping strategies are any action the person takes to manage and reduce stressing the person life, in a way that isn't going to be harmful or detrimental in the long term. People who use strategies are not only better able to tackle challenges and bounce back from tough times, but they are also much happier. There is variety of coping mechanisms that may use day to day. If become aware of negative coping mechanisms that we use, we can begin to learn and explore more positive ways to manage our lives. They have control over the stress and choices to make in our lives. It sometime takes a little practice and effort to put some of these techniques in to play in our life.

In this study a study on coping strategies adopted by secondary school students explores the adaptation of coping strategies adopted by secondary school students. It also studies the adaptation of coping strategies by secondary school students. Hence the present study "A STUDY ON COPING STRATEGIES ADOPTED BY SECONDARY SCHOOL STUDENTS" has been undertaken.

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Operational Definitions

- **Coping strategies** : In this study coping strategies refers to the vulnerability and capacity to cope. It is a process dealing with internal or external demands that are perceived to be threatening or overwhelming.
- **Secondary school students**: Students those who studying VI to X standard in Virudhunagar district are called as secondary school students.

Objectives of the Study

1. To find the level of coping strategies adopted by secondary school students based on gender.
2. To find the level of coping strategies adopted by secondary school students based on birth place.
3. To find out whether there is any significant difference in coping strategies of secondary school students based on gender.
4. To find out whether there is any significant difference in coping strategies of secondary school students based on the birth place.

Hypotheses of the Study

1. The level of coping strategies among secondary students is low based on gender and birth place.
2. There is no significant difference in the coping strategies of secondary school students based on gender and birth place.

Methodology

The method adopted in the present study is survey method. Simple random technique has used in this study. The sample for the present study constitutes 350 secondary school students from Virudhunagar district. The investigator has used the adopted tool for Coping Strategies scale which was prepared by Mr.E.Kathiravan (2011). The tool consists of 40 items.

Percentage Analysis:

Objective - I

To find out the level of coping strategies of secondary school students with respect to gender.

Table - 1
Level of Coping Strategies of Secondary School Students with Respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Coping strategies	Male	30	16.4	132	72.1	21	11.5
	Female	17	10.2	116	69.5	34	20.4

It is observed from the above table that, among the male secondary school, 16.4% of them have low level, 72.1% of them have average level and 11.5% of them have high level of coping strategies. Among the female secondary school students 10.2% of them have low level, 69.5% of them have average level and 20.4% of them have high level of coping strategies.

Objective -2

To find out the level of coping strategies of secondary school students with respect to birth place.

Table - 2
Level of Coping Strategies of Secondary School Students with Respect to Birth Place

Variable	Birth place	Low		Average		High	
		Count	%	Count	%	Count	%
Coping strategies	Rural	6	1.3	34	64.2	13	24.5
	Urban	41	13.8	214	72.1	42	14.1

It is observed from the above table that among the boys secondary school students, 1.3% of them have low level, 64.2% of them have average level and 24.5% of them have high level of coping strategies. Among the girls secondary school students, 13.8% of them have low level 72.1% of them have average level and 14.1% of them have high level of coping strategies.

Differential Analysis

Null Hypothesis: 1

There is no significant difference between male and female secondary school students in their coping strategies.

Table - 3
Significant Difference between Male and Female Secondary School Students in their Coping Strategies

Variable	Gender	N	Mean	SD	Calculated t-Value	Remarks at 5% level
Coping strategies	Male	183	65.4372	7.42546	1.99	S
	Female	167	67.0120	7.39015		

(At 5% level the significant table value 't' is 1.97)

It is inferred from the table 3 the calculated "t" value 1.99 is greater than the table value 1.97 at 5% level of significance. Hence that null hypothesis is rejected. This shows that there is a significant difference between male and female secondary school students in their coping strategies.

Null Hypothesis: 2

There is no significant difference between birth place secondary school students in their coping strategies.

Table - 4
Significant Difference between Rural and Urban Secondary School Students in their Coping Strategies

Variable	Birth place	N	Mean	SD	Calculated t-Value	Remarks at 5% level
Coping strategies	Rural	53	67.7170	8.39500	1.63	NS
	Urban	297	65.9158	7.23797		

(At 5% level the significant table value 't' is 1.97).

It is inferred from the table 4 the calculated 't' value 1.63 is less than the table value 1.97 at 5% level of significance. Hence the null hypothesis is accepted. This shows that there is no significant difference between rural and urban birth place of secondary school students in their coping strategies.

Findings of the Study

1. The level of coping strategies among secondary students is average based on gender and birth place.
2. There is a significant difference in the coping strategies of secondary school students based on gender.
3. There is no significant difference in the coping strategies of secondary school students based on birth place.

Conclusion

Today children are tomorrow's citizen. The students must follow the positive coping strategies such as doing exercise, meditation, listening to the music, playing with a pet etc. It will help to their academic achievement and tackle the critical situation in their life. From the findings it is revealed that the birth place is not a factor to determine the coping strategies of the students.

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களஆய்வின் இன்றியமையாமை

சா.கஸ்தூரி

ஆய்வுச் சுருக்கம்

கள ஆய்வின் இன்றியமையாமை என்ற தலைப்பில் இந்த ஆய்வுக் கட்டுரை உள்ளது. கள ஆய்வு என்பது விவரங்களை நேரில் சென்று சேகரித்து ஆய்வு செய்வதைக் குறிக்கும். ஆய்வரின் நோக்கம், திட்டமிடுதல், கள தொடர்புகள் அல்லது கள ஆய்வின் நோக்காணல், கள ஆய்வு முறைகள், நோக்காணல் உத்திகள் மற்றும் கள ஆய்வு அறம் போன்ற விவரங்கள் கள ஆய்வில் அமைவது இன்றியமையாதவை என்பதைப் பற்றி காண்போம்.

முன்னுரை

கள ஆய்வு சில துறை ஆய்வுகளில் இன்றியமையாததாக அமையும். வரலாறு, கல்வெட்டு, அகழ்வாய்வு, பண்பாட்டாய்வு, நாட்டுப்புறவியல், பேச்சுமொழி, பொருளாதாரம், சமூகவியல், கடலியல், வானியல், போன்ற துறைகளில் கள ஆய்வு வழியாகச் சிறப்பான முடிவுகளைப் பெற முடியும். வணிகக் கப்பல்களுக்குப் புதிய கடல்வழிப்பாதை கண்டறிந்தும், தமிழகத் தென்மாவட்ட மலைகளில் சமணர் கற்படுக்கைகளில் பொறிக்கப்பட்ட கல்வெட்டுகளைப் படியெடுத்தலும் இன்ன பிற ஆய்வுகளின் முடிவுகளும் கள ஆய்வில் குறிப்பிடத்தக்க செயல்களாகும். சோதனைச் சாலைகளின் ஆய்வுகளிலிருந்து களஆய்வு வேறுபட்டதாகும்.

களஆய்வின் விளக்கம்

சர்வே ஆய்வு அல்லது கள ஆய்வு என்பது ஆய்வாளர், நிகழ்ச்சி நடைபெறும் இடத்திற்குச் சென்று அதனை ஊன்றிக் கவனித்து விவரங்களைச் சேகரித்து ஆய்வு செய்வதைக் குறிக்கும். பரிசோதனை முறை அறிவியல் ஆராய்ச்சிக்கு மிக பொருத்தம் உடையது என்றால், பொது விவர முறை கல்வியலுக்குப் பொருத்தமாக இருக்கும் எனலாம். ஆசிரியர் மாணவர் சமுதாயமே கல்வியியலின் ஆய்வுக்கூடம் எனவே பொது விவர முறையில் சமுதாயத்தில் நிகழும் பல நிகழ்ச்சிகளையும் நேரில் சென்று கூர்ந்து கவனித்து, அதன் அடிப்படையில் முடிவு எடுக்கப்படுகிறது. இம்முறை அறிவியல் கண்ணோட்டம் கொண்டது. மக்கள் பணிசெய்யும், வாழும் இடங்களில் அமைந்த உண்மையான சூழல்களில் ஆய்வின் பரிணாமம் சிறந்து அமையும் என சாட்சுமன், ஸ்டிராஸ் ஆகியோர் கூறுவர். இனவியல் ஆய்வு செய்த வில்லியம் ஓயிட், நீக்ரோக்கள் பற்றிய கள ஆய்வு மேற்கொண்ட டேலிசு கார்னர், கால்டுவெல்லின் தமிழாய்வுகள், இராபர்ட்.டி.நொபிலி சுவாரச்சு பாதிரியார்களின் தமிழக மக்கள் பற்றிய கள ஆய்வுகள் போன்றவை பேசப்படும் கள ஆய்வுகளாகும்.

கள ஆய்வின் மேற்கொள்ளத்தக்கன

கள ஆய்வு செய்வோர் மேற்கொள்ளத்தக்கனவாக கீழ்க்காணுபவைகளைக் கூறலாம்.

1. ஆய்வரின் நோக்கு
2. திட்டமிடுதல்
3. கள தொடர்புகள்
4. ஆய்வு முறைகள்
5. நோக்காணல் உத்திகள்
6. கள ஆய்வு அறம்

ஆய்வரின் நோக்கு

கள ஆய்வு மேற்கொள்பவர் தன் ஆய்வுக்குரிய களத்தை அளந்தறிய வேண்டும். மானிடவியல் அறிஞரான பிலோ இருதயநாத் அவர்கள் காடர்கள் என்ற பழங்குடியினரைப் பற்றிக் கள ஆய்வு மேற்கொண்ட அனுபவங்களை முழுமையாகத் தங்கிய போது தான் அவர்கள் வாழ்வின் இன்பத்தை முழுவதும் உணர முடிந்தது. ஆதிவாசிகள் இரவில் தீமுட்டிக் கொண்டு விடிய விடிய நடனமாடுவார்கள். செய்திகளைச் சேகரிக்க நானும் அவர்களுடன் தழைகளைக் கட்டிக்கொண்டு நடனமாடுவேன் என்று அவர்களோடு கலந்து வேற்றுமையின்றிப் பழகியதைக் குறிக்கின்றார்.

சா.கஸ்தூரி, தமிழ் உதவிப் பேராசிரியை, அருள்மிகு கலசலிங்கம் கல்வியியல் கல்லூரி, கிருஷ்ணன் கோவில்

வரலாறு தொடர்பான கள ஆய்வு மேற்கொள்வோர் தெளிந்த வரலாற்று ஆய்வு வாய்ந்தவராக இருத்தல் வேண்டும். கல்வெட்டு ஆய்வு நிகழ்த்துவோரும் அக்களத்திற்குரிய வரலாற்றுப் பின்புலத்தை கணித்தறிதல் அவசியமாகும்.

திட்டமிடுதல்

கள ஆய்விற்குச் செல்வோர் அங்கு நிகழ்த்தும் ஆய்வுக்குரிய திட்ட முன் வரைவோடு செல்ல வேண்டும். செல்லும் வழி, தங்குமிடம், தொடர்புடையோரைச் சந்தித்தல் கடிதங்கள், மாற்றுடைகள் ஆகியவற்றைத் தம்முடன் எடுத்துச் செல்ல வேண்டும். ஆய்வுக்குத் தடையாக வரும் நிகழ்வுகள் நம் திட்டமிடலைக் குலைத்துவிடும் என்பதை நாம் கவனத்தில் கொள்ள வேண்டும். கள ஆய்விற்கு திட்ட வரைவோடு செல்வோர் அதுவே இறுதியானதென எண்ணுதல் கூடாது. களத்தில் பல்வேறு மாற்றங்கள் ஏற்படின் அதற்குத் தக்கவாறு திட்டவரைவிலும் மாற்றம் செய்ய வேண்டும். கள ஆய்விற்குச் செல்வோர் எந்நிலையிலும் தனிமனித, அமைப்புகளின் அதிகார எல்லைகளை ஊடுருவிப் போக முயலுதல் கூடாது. ஒற்றராகவும், காவலராகவும், படை வீரராகவும் செல்வது போன்ற மனப்பாங்கு இருத்தல் வேண்டும். எல்லாச் சமூகங்களுக்கும் ஒரே வகையான ஆய்வுத் திட்டங்களை மேற்கொள்ளக் கூடாது.

களத் தொடர்புகள்

களத்தின் சூழலை ஒட்டி ஆய்வாளர் ஒவ்வொரு நிலையிலும் பொய் செல்லத் தூண்டப்படலாம் பொய் சொல்வதே நமக்குப் பாதுகாப்பு எனவும் கருதலாம். ஆனால் அவ்வாறு செய்வதால் அவரின் ஆய்வு முழுச்சார்புடையதாக இருக்காது. எனவே ஆய்வாளர் தம்மை ஒரு கண்ணாடி போல் தெளிவாகக் காட்டிக் கொள்ளல் வேண்டும். சில சூழல்களில் அங்கிருப்பவர்களோடு நன்கு பழகி தரவுகளைத் திரட்ட வேண்டும். பணிந்து பழகி, அவர்களுடைய மனங்கவர்ந்து பின்பு ஆய்வு நிகழ்த்துதல் நற்பயனைத் தரும்.

கள ஆய்வில் நேர்காணல் உண்டு. அதில் சான்றோர்களையும், பெரியோர்களையும் நேர் காண்பதில்லை. சில தருணங்களில் கொலையாளிகளையும் நேர்காணல் செய்ய நேரிடலாம். கள ஆய்வில் ஆய்வு செய்வோருடைய கருத்துக்கும் விளக்கத்துக்கும் இடமில்லை. ஆய்வு செய்யப்படுபவரை மனந்திறந்த பேச வைக்கும் முயற்சியே நற்பலனைத் தரும்.

களத்தொடர்புகளில் இன்றியமையாதது மொழி. நாம் செல்லும் களத்தின் பேச்சுமொழியை வட்டார வழக்கை நன்றாக முன்னரே அறிந்து கொண்டால் தான் கள ஆய்வில் நாம் எதிர்பார்த்த தரவுகள் நமக்கு கிட்டும்

கள ஆய்வு முறைகள்

கள ஆய்வு மேற்கொள்வோர் மொழியை மட்டும் ஒரு கருவியாக எண்ணி அதன் வழியாகப் பெறும் மெய்மைகளை மட்டுமே ஏற்கும் மனநிலையைப் பெற்றுவிடக் கூடாது. களத்தில் நிகழும் நிகழ்வுகளைக் கூர்ந்து நோக்க வேண்டும்.

கள ஆய்வின் தனிமனிதரை நேர்காணல், பத்துப் பத்தினைந்து பேரின் நடவடிக்கைகளை ஆராய்தல், ஒரு பெருங்கூட்டத்தை அல்லது ஓர் ஊர் மக்களின் போக்கினை ஆராய்தல் என மூன்று வகை ஆய்வுகள் உள்ளன. விலங்கு, பறவை இனங்களை ஆராய்தல் தனிமனித, குழு ஆய்வுகளிலிருந்து மாறுபடும். எல்லாக் கள ஆய்வுகளுக்கும் ஒரு பொதுவான ஆராய்ச்சிக்கு முறையைக் காட்டலாமென்றி ஒவ்வொரு கள ஆய்வுக்குமுரிய ஆய்வு மேற்கொள்வோரே அவ்வக்களங்களிலிருந்து தனி முறைகள், விதிகள் , விதி விலக்குகள் ஆகியன குறித்து வரையறைகளை உருவாக்கிக் கொள்ள வேண்டும்.

கள ஆய்வில் உண்மையில் நாம் நுழைகிறோம் என்பதை விட ஊடுறுகிறோம் என்று கூறலாம். கள ஆய்வு முறை ஒவ்வொரு சமூக அமைப்புக்குத் தக்கவாறு மாறுபடும்.

நேர்காணல் உத்திகள்

நேர்காணலை மேற்கொள்ளும் போது ஆய்வாளர் கீழ்க்காணுபவைகளை உறுதியாகப் பின்பற்ற வேண்டும்.

- திட்டமிட்ட நேர்காணலுக்கான ஏற்பாடுகள்
- திட்டமிடாத நேர்காணலாயின் பின்பற்றத்தகும் ஒழுங்குகளை அவ்வப்போது மனதிற்கு ஒழுங்கு செய்து கொள்ளுதல்
- நேர்காணல் பெறுபவரே மிகுதியாக பேசும் நிலையை உருவாக்குதல்
- நேர்காணல் பெறுபவரை உணர்ச்சி வயப்படச் செய்யாமை
- நேர்காணலைப் பதிவு செய்தல்
- நேர்காணல் பெறுபவரோடு இணக்கமான உறவை கடைபிடித்தல்.
- நேர்காணல் பெறுபவரைப் புண்படுத்தாத வகையில் நடத்தல்.

- நேர்காணலின் நோக்கத்தைக் காணப் பெறுவோருக்குத் தெளிவுபடுத்துதல்.
- வழக்குரைஞர் போல் கேள்வி கேளாமை.
- நேரான வினாக்கள், குறிப்பான வினாக்கள், மறைமுகமான வினாக்கள், ஓரிருசொற்களில் விடைபெறும் வினாக்கள், நெடிய உரை தேவைப்படும் வினாக்கள் எனப் பலவகை வினாக்களால் உண்மையறிய முயல வேண்டும்.
நேர்காணலில் திட்டமிட்டு நிகழ்த்துதல், திட்டமிடாது நிகழ்த்துதல் என இருவகையான நிகழ்வுகளும் உண்டு. ஆய்வில் உத்திகளை விட கேட்கப்பெறுவோரின் மன நிறைவு நேர்காணலில் மிகவும் இன்றியமையாதது

கள ஆய்வு அறம்

சந்திக்காத ஒருவரைச் சந்தித்தேன் எனக் கூறிக் கேட்காத கேள்விகளையும் கூறாத விடைகளையும் கோர்வைப் பருத்தி ஒரு போலியான கள ஆய்வு ஆவணத்தை உருவாக்கிக் காட்டுதல் மாபெரும் குற்றமாகும். ஆய்வு என்பது மெய்மையைக் காண்பது. அதில் பொய்மை புகழ் கூடாது.

களஆய்வின் முடிவுகள் நம் கருத்துகளைப் பொய்யாக்கலாம். முன்கண்ட பற்பல முடிவுகளைத் தவறானவை எனக் காட்டுவதாக அமையலாம். இவற்றில் மனந்தளர்ந்து, கள ஆய்வு தெரிவித்த முடிவுகளை மாற்றுதல் அறமாகாது, சோதனைக்குட் படுத்தாமல் பொருள்களின் தன்மை, காலம், ஆகியன குறித்து விரைந்து கருத்துக் கூறுதல், நேர்காணப் பெறுபவர் கூறும் செய்திகளைச் சரியாகக் கேட்டுப் பதியாமை ஆகியன கள ஆய்வு மேற்கொள்பவர் கொள்ளக்கூடாத செயல்களாகும்.

கள ஆய்விற்கு உதவியவர் பணிபுரிந்தவர், சிக்கல்களுக்குத் தீர்வுகாண வழிகாட்டியோர் ஆகியோரை மறவாமல் ஆய்வில் குறிப்பிடுவது, ஆய்வு மேற்கொள்ள பெறுபவரின் கருத்தை மறைத்து நம் கருத்தைத் திணித்தல் பெறும் அறக் கேடாகும்.

முடிவுரை

கள ஆய்வு ஆய்வுமுறைகளிலேயே சரியான மெய்மையைத் தரும் முக்கியமானதாகும். அதற்கு களஆய்வு மேற்சொன்ன அனைத்துக் கூறுகளையும் நன்கு செப்பணிட்டு மேற்கொண்டால் அனைவரும் போற்றத்தக்க நல்லதோர் ஆய்வினை நாம் ஆய்வுலகத்திற்கு அளிக்கலாம். அத்தகு ஆய்வே காலம் போற்றும் நிரந்தர ஆய்வாகவும் அனைவரும் பின்பற்றத்தக்க ஆய்வாகவும் அமையும்.

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