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Editorial

Education is a lifelong process through which an individual acquires knowledge, experience and skills for a successful living. According to Jean Piaget, the main goal of education is to create individuals who are capable of doing new things and not simply of repeating what other generations have done. Hence the role of the educator is to provide appropriate learning experiences that stimulate learners to advance their thinking and to develop new skills. The developmental perspective of educational psychology focuses on how children acquire new skills and knowledge as they develop.

In the present day, individuals are working in an atmosphere marked by fast-track growth in every field that may result in stress, strain and anxieties. The educator who has knowledge of educational psychology can create a conducive atmosphere to learners to learn and develop new knowledge and skills. The responsibility of the educators and their behaviour influences the educational system which in turn paves way for moulding the younger generation.

The research papers and articles in this issue focus on the areas such as child rights, critical thinking, problem solving ability, decision making ability, financial behaviour, behavioural problems of adolescents, occupational stress, awareness of True Colours Personality and other such vital components. It is hopeful that the research findings of these papers will kindle the educators at all levels face the challenges of the modern age and help them in bringing efficiency in the educational system.

*With Regards
Editorial Board*

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AWARENESS OF CHILD RIGHTS AMONG SECONDARY SCHOOL STUDENTS IN CHILD CARE INSTITUTIONS

* Dr. Rajeswari K

** Kareema Manika B.B

ABSTRACT

The main objective of the study is to assess the awareness on child rights among secondary school students in child care institutions. Having awareness on child rights is very necessary for children to fight for their rights in any circumstances, especially the children in child care institutions. It is because children are growing up without the care of their parents. In order to collect data regarding the awareness of child rights among secondary school students in child care institutions, the investigators have visited 12 child care institutions. The sample was selected by using stratified random sampling technique. Preliminary statistics like, percentage analysis, test of significance of difference between means (t test) and one way ANOVA (F test) were used. The result revealed that the secondary school students in child care institutions possess moderate level of awareness regarding child rights.

INTRODUCTION

“Safety and security do not just happen; they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society a life free of violence and fear”. These are the words of Mandela, the former President of South Africa. As he stated, the safety and security of the children of a country lies in the hands of each and every citizen of that country, especially in the case of the orphan children. They are the ones who are deprived of the care and protection of their parents. So it is the duty of all the individuals in a society to make sure that they are safe and they are guided well to understand their rights in the society with latest amendments made by the Indian constitution.

Child care institutions are the recognised centres to take care of the children who are abandoned by their parents or who have lost their parents in early stages of life. They also take care of tiny babies and also older children who do not have responsible parents.

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There was an article in the Hindu daily on 15/11/2015 entitled 'Create awareness among children about their rights.' It was based on a speech made by the First Class Additional District and Sessions Judge J.N. Subramanya while inaugurating a workshop on 'Rights of Children' organized as a part of Children's Day celebrations. He had mentioned that, it is the responsibility of every individual to ensure that no child in society is deprived of his/her rights. He also suggested that the teachers in every school should create awareness among children about their rights and also conduct special programmes to make children aware of their rights.

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the commission for protection of Child Rights. The commission's mandate is to ensure that all laws, policies, programmes and administrative mechanisms are in consonance with the child rights perspective as enshrined in the constitution of India. As defined by the commission, the terms children here includes those up to the age of 18 years.

NEED AND SIGNIFICANCE OF THE STUDY

A news report published by Sneha Mary (NDTV website, 2013) about a 17 year old girl in Kerala stated that "Till June this year, she lived in an orphanage in Kozhikode and dreamt of a better life by studying further. Then, she was forced to do marriage with a man from the United Arab Emirates, who sexually abused her for two weeks and abandoned her."

In the year 2014, there was a news article (*Rediff*, Rediff.com, 4 June 2014, www.rediff.com/news/report/keralas-orphan-industry-sells-kids-in-the-gulf/20140604.htm.) which stated that "Kerala's orphan industry sells kids to gulf countries. More than 589 children from two child care institutions in Kozhikode and Malappuram Districts in Kerala were rescued from suspected child trafficking."

In 2018, there was an article published in *The New Indian Express* (www.newindianexpress.com/states/kerala/2018/jun/21/inmates-of-janaseva-sisubhavan-were-sexually-abused-govt-to-hc-1831188.html.) regarding the sexual abuse of orphan children. The children in Janaseva Sisubhavan, a child care institution in Aluva, were abused sexually and suffered physical torture. In the same year the Supreme Court pulled up the Kerala government for not ensuring adequate facilities to children living in child care institutions as mandated under the law. The court said that according to the affidavit filed by the state's chief secretary, several such institutions have stated that they are unable to provide proper infrastructure to children living there.

All these incidents point out the fact that the rights of children are being denied purposefully in many places, especially in the child care institutions.

Human Rights Education of children should be anchored on every issue in child care centres. Based on the reports, the researchers felt it extremely necessary to analyse the awareness regarding the child rights of children living in child care institutions and hence the study on awareness of child rights among

secondary school students in child care institutions is found to be significant.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To assess the awareness of child rights among secondary school students in child care institutions.
2. To find the level of awareness on child rights of secondary school students with respect to the components:
 - a) Child rights concepts, Commission and Acts
 - b) Right to Education and Participation
 - c) Right to Healthcare and Safety
 - d) Right against Exploitation
3. To compare the awareness of child rights among secondary school students in child care institutions based on type of school
4. To compare the awareness of child rights among secondary school students in child care institutions based on gender

HYPOTHESES OF THE STUDY

1. The secondary school students in child care institutions have low level awareness of child rights.
2. The secondary school students possess low level of awareness with respect to the components:

- a) Child rights concepts, Commission and Acts
 - b) Right to Education and Participation
 - c) Right to Healthcare and Safety
 - d) Right against Exploitation
3. There is significant difference in the mean scores of awareness of child rights among secondary school students with respect to the type of school.
 4. There is significant difference in the mean scores of awareness of child rights among secondary school students with respect to gender.

METHODOLOGY IN BRIEF

Method adopted

In the present study the investigator has adopted normative survey method.

Sample used

A representative sample of 237 students at secondary level from child care institutions were selected for the study. The sample selection was made using stratified random sampling technique.

Tool used

Child Rights Awareness Test prepared by the investigator was the major tool used for the study.

Statistical techniques used

Mean, standard deviation and t test were used for this study.

RESULT AND DISCUSSION

Percentage wise analysis of the level of child rights awareness of the total sample

For percentage analysis, the sample was categorised into three groups such as high, average and low, according to the value obtained by adding $m+\sigma$ and $m-\sigma$. Students whose score are greater than or equal to $m+\sigma$

belong to the high awareness group. Students whose score are in between $m+\sigma$ and $m-\sigma$ belong to the average group. Students who score less than or equal to $m-\sigma$ is considered as the low awareness group.

Table - 1
Data analysis of Level of Awareness of Child Rights among Secondary School students in Child Care Institutions

Sl.No	Different levels of Awareness on Child Rights	Size of the sample under this category	Percentage
1	High	38	16.03%
2	Average	160	67.51%
3	Low	39	16.45%
	Total	237	100%

From the table-1, it is clear that 16.03% of students in CCI are having high level of awareness of child rights, 67.51% of students are having average level of awareness of child rights and 16.45% students have low level of child rights awareness.

The result shows that secondary school students in child care institutions have average or moderate level of awareness of child rights.

Percentage of level of Awareness of Child Rights based on the Major Components with respect to the total sample

1. Child Rights concepts, Commissions and Acts (CCA)

It is found that 17.29% show high level awareness of child rights on the basis of the component- Child rights concepts, Commissions and Acts. 13.92% show low level of awareness and 68.77% show average level of awareness.

2. Right to Education and Participation (REP)

It is clear that 13.08% show high level of awareness of child rights on the basis of the component- Right to Education and Participation. 27% show low level of awareness and 59.91% exhibit average level of awareness.

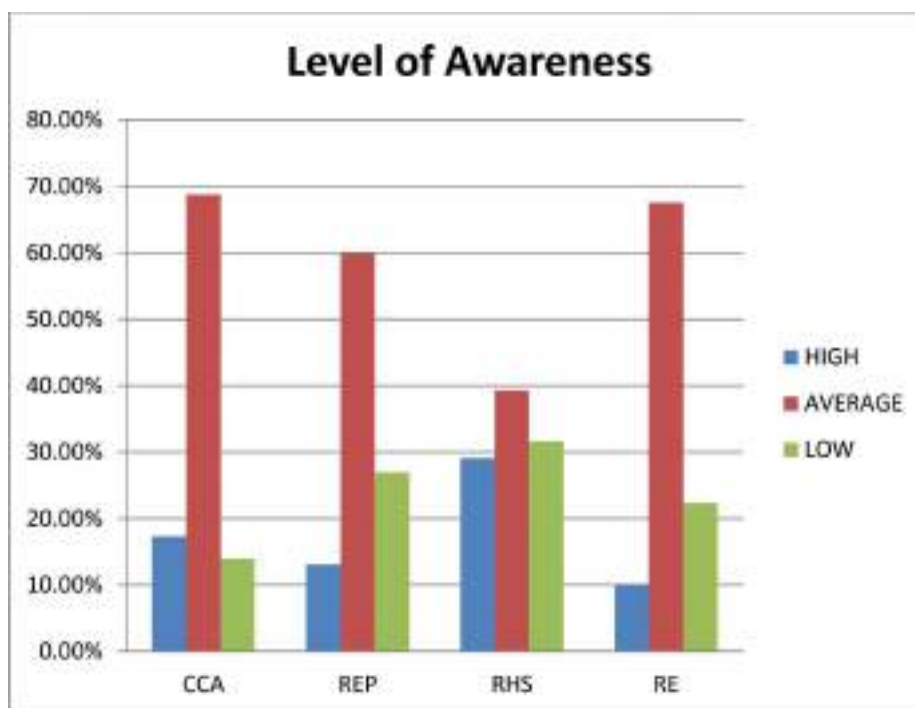
3. Right to Healthcare and Safety (RHS)

Analysis indicates that 29.11% show high level of awareness of child rights based on the component- Right to Healthcare and Safety. 31.64% show low level of awareness whereas 39.24% show average level of awareness.

4. Right against Exploitation (RE)

It is clear that 10.12% exhibit high level of awareness of child rights based on the component- Right against Exploitation. 22.36% show low level of awareness and 67.51% show average level of awareness.

Graphical representation of the percentage wise analysis of the level of Awareness of Child Rights based on the major components with respect to the total sample.



Comparison of the mean scores of Awareness of Child Rights among Secondary School Students in Child Care Institutions with respect to the subsample based on the type of school

Table - 2

Test of Significance of difference in the Mean Scores of Awareness of Child Rights among private and government Secondary School students in Child Care Institutions.

Group	No of students	Mean	Standard Deviation	t value
AIDED	160	10.34	4.400	1.676
GOVERNMENT	77	11.40	4.669	

Calculated critical ratio is 1.676 which is less than the table value 1.96 at 0.05 level of significance. Hence, there exists no significant difference in the mean scores of awareness of

child rights between aided and government secondary school students in child care institutions. Type of school does not help to vary the awareness of child rights.

Table - 3
Test of Significance of difference in the Mean Scores of Awareness on Child Rights among Secondary School Students in Child Care Institutions with respect to gender

Group	No of students	Mean	Standard Deviation	t value
GIRLS	98	10.63	4.623	0.145
BOYS	139	10.72	4.440	

It is found that the obtained critical ratio is 0.145 which is less than the table value 1.96 at 0.05 level of significance. This indicates that there exists no significant

difference in the mean scores of awareness of child rights between boys and girls in child care institutions. That means gender does not help to vary in the awareness on child rights.

FINDINGS OF THE STUDY

1. From the percentage analysis it is evident that 16.45% of total sample show high level of child right awareness and 67.51% show an average level of awareness of child rights. Thus the result shows that secondary school students in child care institutions have average level of awareness on child rights. The present study revealed that the awareness of child rights among secondary school students in child care institutions with respect to the total sample is at average level based on the components of child rights.
2. There exists no significant difference in the awareness of child rights between the aided and government secondary school students in child care institutions.
3. There exists no significant difference in the mean scores of awareness on child rights between boys and girls in child care institutions.

CONCLUSION

Universally, childhood is considered as a period of sensitivity requiring special care, attention and protection. Today all children are liable to know about their rights. However, children's awareness regarding their rights is depends on their exposure and learning they get from adults. It is the responsibility of the school to create awareness in children regarding their rights. Child care institutions must care their children till they are placed in homes or adopted. Those who cannot be adopted remain there as the inmates in the child care institutions until they secure a job or they settlewell.

It is very much important for the children in child care institutions to have awareness regarding child rights as they do not have their own parents to take care of them. So, every citizen holds a responsibility towards orphan children who are also human beings of this society with human rights and civic responsibilities.

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OCCUPATIONAL STRESS AND CRITICAL THINKING AMONG B.Ed COLLEGE TEACHER EDUCATORS IN THIRUVANANTHAPURAM DISTRICT

* Malini G

** Dr.Bindu B

ABSTRACT

The present study explores the relationship between occupational stress and critical thinking of B.Ed college teacher educators. Normative survey method was used for the study. Seventy B.Ed college teacher educators were selected through stratified random sampling technique. The results of the study revealed a negative significant relationship between occupational stress and critical thinking among B.Ed college teacher educators. The teacher educators also undergo a number of problems as the other professionals. The occupational stress lead to a decrease in critical thinking ability of teacher educators and it affects their teaching level and reduces student's learning outcomes. Avoiding the occupational stress of teacher educators helps in improving critical thinking and develops their teaching competencies. The study showed that there is significant relationship between occupational stress and critical thinking of teacher educators of both sexes.

INTRODUCTION

In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the centre of values in the past and even today. So the teachers play a vital role in providing quality education to their children. The teacher educators also confront with problems as other professionals. Teaching has often been considered as one of the most stressful professions for a variety of reasons. The teacher's high level of stress associated with teaching is said to infact on social, emotional, personal and professional life of teachers. Further, the activities of teaching require a great deal of flexibility and creativity due to the ever changing nature of the work environment.

In the occupational field, stress comes in when employees perceive the requirements

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of their work environment surpass or threaten their adaptive capacities or too costly in terms of their available adjustment resources (Lazarus and Folkman, 1984). A stressor engages perceptual as well as cognitive mental operations when it is processed by the individual. It diminishes the teacher's health, be it physical or mental, depletion of cognition and reduces the critical thinking. The teacher's occupational stress may lead to a feeling of being emotionally depleted, depersonalized, anxiety and depress thinking ability. It can translate into somatic symptoms, such as high blood pressure and cardiovascular afflictions. The work absenteeism decreased the teaching ability and critical thinking ability. It affects to efficient motivation to teach students, which may predict negative indirect consequences on student achievement, engagement and learning.

Teachers are the role models of the students. They can care students and give motivation and encourage their students in proper learning and to become good citizens. Thus the abilities to detect the changes of learner's outcome and to apply proper interventions are highly required for the teachers. Teacher educators are professionals who give training to the student teachers in the colleges of education and other training institutions either in pre-primary; primary or secondary level. Teacher educators with good critical thinking ability can think independently and carefully assess the information throughout the whole teaching process. Critical thinking is purposeful and self regulatory judgment which results in interpretation, analysis, evaluation and interference. It is the explanation of the evidential, conceptual, methodological and contextual considerations upon which that

judgment was based. Teacher educator's occupational stress can highly affect their critical thinking ability also. Their stress should be minimised, so that it helps to improve the critical thinking and their teaching competencies.

NEED AND SIGNIFICANCE OF THE STUDY

Education transforms a person to have a better life with adequate competency and skills. Education and teaching are intimately interwoven. The important activity of the educational process is teaching which includes training instruction and development of cognitive process and abilities. Teachers are more experienced persons who modify the behaviour of the less experienced persons through teaching, modelling and instructions. Teachers therefore have to struggle hard to find out new techniques of instruction to cope with the changes in situations. Teacher educators and teachers face a lot of problems in their profession. Their occupational stress in life, if not reduced, can affect the teaching learning process.

Increased workloads, downsizing, overtime and hostile work environment, high pressure experienced in the professional activities are the causes of the occupational stress of teachers. Stress is an emotional state that is experienced by an individual which affectes body's psychological response to the stressor. The occupational stress affects the critical thinking also. So controlling the occupational stress of teacher educators help to improve their critical thinking and teaching competencies. So this study aims to investigate the relationship between occupational stress and critical thinking of teacher educators.

OBJECTIVES OF THE STUDY

1. To compare the mean scores of occupational stress of B.Ed college teacher educators based on gender.
2. To compare the mean scores of critical thinking of B.Ed college teacher educators based on gender.
3. To study the relationship between occupational stress and critical thinking of B.Ed college teacher educators.

HYOTHESES OF THE STUDY

1. There is significant difference in the mean scores of occupational stress of male and female teacher educators of B.Ed college.
2. There is significant difference in the mean scores of critical thinking of male and female teacher educators of B.Ed college.
3. There is significant relationship between occupational stress and critical thinking of B.Ed college teacher educators.

METHODOLOGY IN BRIEF

Method adopted

The investigator adopted normative survey method for the study.

Sample used

The sample of the study consisted of 70 B.Ed college teacher educators selected from various colleges of Education in Thiruvananthapuram District. Stratified random sampling technique was adopted for the present study.

Tools used

1. Occupational Stress Scale developed by the investigator contains 20 items. The set of statements were rated by using 5 point Likert scale, namely strongly agree, agree, uncertain, disagree and strongly disagree.
2. Critical Thinking Scale was developed by the investigator. The validated scale contains 25 items. The set of statements are rated using 5 point Likert scale.

Statistical techniques used

1. Mean
2. Standard Deviation
3. t test
4. Karl Pearson's Coefficient of Correlation

RESULTS AND DISCUSSION

Table 1

Result of significance of difference between Occupational Stress of Male and Female teacher educators of B.Ed colleges

	Gender	N	Mean	S.D	Degrees of freedom	t value	Result
Occupational Stress	Male	20	41.35	13.24	68	2.14	Significant
	Female	50	48.76	12.68			

Note: At 0.05 level of significance, the table value of 't' is 2.00

It is inferred from the Table 1 that the calculated 't' value for the occupational stress (2.14) is more than the table value 2.00 at 0.05 level of significance. Hence the hypothesis that

there is significant difference between the occupational stress of male and female teacher educators of B.Ed college is accepted at 0.05 level of significance.

Table 2
Result of significance of difference of Critical Thinking of Male and Female teacher educators of B.Ed colleges

Critical Thinking	Gender	N	Mean	S.D	Degrees of Freedom	t value	Results
	Male	20	52.13	13.68	68	2.71	Significant
	Female	50	61.89	13.40			

Note: At 0.01 level of significance, the table value of 't' is 2.65

It is inferred from the Table 2 that the calculated 't' value for the critical thinking (2.71) is more than the table value 2.65 at 0.01 level of significance. Hence the hypothesis that

there is significant difference between the critical thinking scores of male and female teacher educators of B.Ed colleges is accepted at 0.01 level of significance.

Table 3
Result of the significant relationship between Occupational Stress and Critical Thinking of Teacher Educators

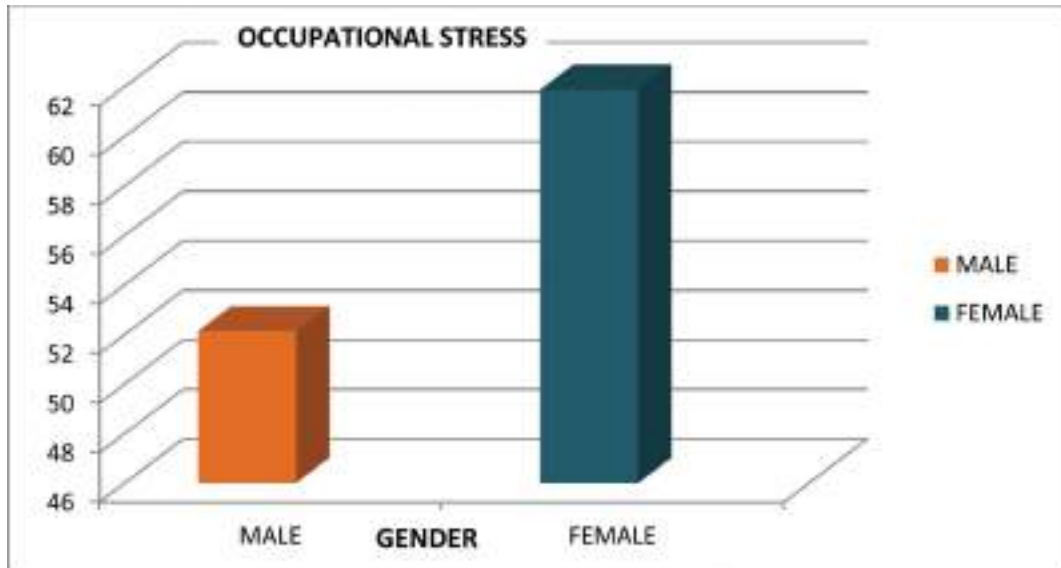
Variable correlated	N	Degrees of freedom	'r' value	Result
Occupational Stress and Critical Thinking	70	68	-0.894	Significant

Note: For 68 degrees of freedom at the 0.01 level of significance, the table value of 'r' is -0.302

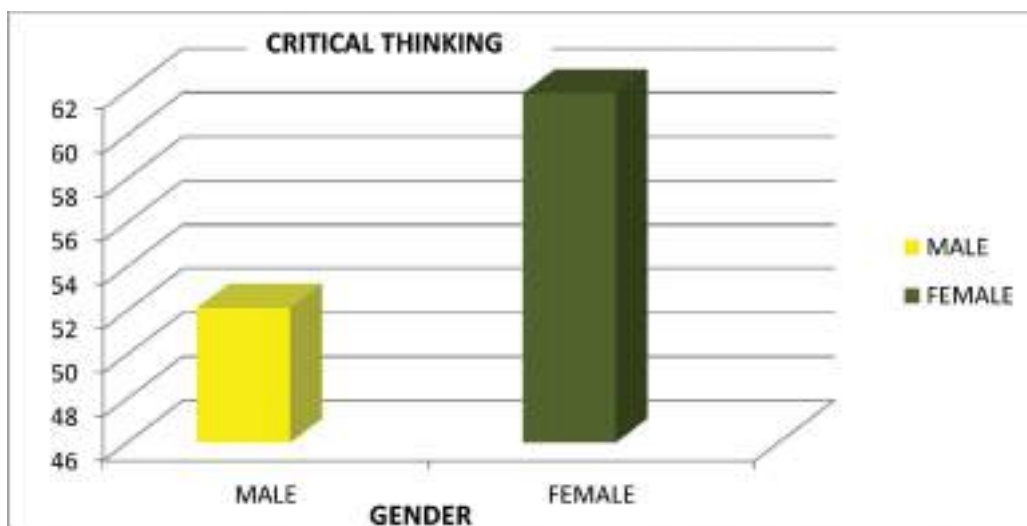
It is inferred from the Table 3 that the calculated 'r' value (-0.894) is greater than that of the table value -0.302 at 0.01 level of significance. Hence the hypothesis that there is significant relationship between occupational stress and critical thinking among B.Ed college

teacher educators is accepted at 0.01 level of significance. Hence the alternate hypothesis that there is significant relationship between occupational stress and critical thinking among B.Ed college teacher educators is accepted.

Graph showing the mean scores of Occupational Stress of Male and Female teacher educators of B.Ed college



Graph showing the mean scores of Critical Thinking of Male and Female teacher educators of B.Ed college



FINDINGS OF THE STUDY

1. There is significant relationship between occupational stress and critical thinking of B.Ed college teacher educators.
2. There is significant difference in the occupational stress of male and female teacher educators of B.Ed college.
3. There is significant difference between critical thinking of male and female teacher educators of B.Ed college. Here the t-value is 2.71 which is significant at 0.01 level.

Here the t-value is 2.14 which is significant at 0.05 level.

EDUCATIONAL IMPLICATIONS

The important activity of the educational process is teaching which includes training instruction and development of cognitive process and abilities. Teaching is an art as well as a science, so a teacher has to be a good artist for helping the students to become good citizens and critical thinkers in our society. Critical thinking is the ability to evaluate information and experiences in an objective manner. It contributes to good health by helping individuals to be aware of and assess factors that control thoughts and behaviour. Critical thinking helps to solve personal and professional problems. Studies have revealed a significant relationship between critical thinking and stress and its indicates that critical thinking can improve an individual's ability to handle stress.

The results of this study indicates that development of stress management can improve their teaching competencies through critical thinking. Teachers should therefore focus on giving individual attention to the children which will help them to realize their own problem

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solving skills and critical thinking abilities through a better understanding of teaching learning process. Hence critical thinking intervention can help the teacher educators to have positive outcomes in their life and occupation.

CONCLUSION

This study shows that there is negative relationship for occupational stress and critical thinking. High level of occupational stress of teacher educators can reduce their critical thinking and affect their teaching profession. So the critical thinking ability of teacher educators may be increased to enhance their teaching competency. Furthermore teacher educators of the B.Ed colleges should be trained to manage their stress to improve the abilities of critical thinking of student teachers and thereby we can improve their academic achievement. Teacher educators therefore have to control their occupational stress so that their occupational duties and educational services can be made fruitful.

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FINANCIAL BEHAVIOUR AMONG UNDERGRADUATE STUDENTS

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ABSTRACT

Financial behaviour is how a household or an individual manages financial resources, including savings, budget planning, insurance, and investment. A person's financial behaviour can be seen by how well he manages cash, debt, savings, and other expenses. Financial behaviour is relevant to how a person treats, manages, and uses his financial resources. Individuals who have responsible financial behaviour tend to effectively use money, such as making money, managing, controlling spending, investing, and paying consumption fees on time. In this study, the investigators intend to analyze the level of financial behaviour among undergraduate students and test significant differences in financial behaviour among undergraduate students based on gender and the main subject of study. The investigator adopted normative survey method for the present study. The data was collected using a Financial Behaviour Scale, prepared by the investigator. From the findings it were concluded that undergraduate level students have a moderate level of financial behaviour. The results showed that female undergraduate students have higher financial behaviour than

male undergraduate students. Generally, females can make effective decisions regarding managing their income and efficiently deal with financial matters. The result also showed that commerce undergraduate students have more knowledge regarding financial behaviour than science undergraduate students. This may be because commerce graduate students are getting theoretical and practical knowledge regarding financial aspects. The implications of this study highlights the need to develop policies that aim to improve financial behaviour among college students through financial education programs.

INTRODUCTION

Financial behaviour is the ability to understand the real influence of one's financial decisions on one's family, community, and country and make the best judgments possible regarding cash management, precautions, and budgeting opportunities. It must lead to successfully manage all resources, for individuals or families. Individuals with high financial behaviour will actively participate in the stock market. Traditional financial markets, actively save, make timely bill payments,

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carefully evaluate financial products, prefer saving to borrowing during times of crisis, self-assess product affordability, do retirement planning, accumulate and manage assets well, prefer low-cost borrowing, plan and monitor household budget and personal finance and have a bank account. Financial Behaviour measures the person's behaviour regarding essential money management, saving behaviour, financial participation, and household budget.

Financial educators impart financial knowledge to students and encourage students to form positive financial behaviors to improve their quality of life (Hogarth, Beverly & Hilgert, 2003; Xiao, O'Neill, et al., 2004). In addition, positive financial behaviors contribute to financial satisfaction (Xiao, Sorhaindo, & Garman, 2006). Developing positive financial behaviors during college days / time increases an individual's chances of attaining a better quality of life later (Worthy et al., 2010; Xiao et al., 2009). A study of college students' credit card use found that positive financial behaviors were related to decreased financial stress (Hayhoe et al. 2000). Healthy financial behaviour can be seen in a person's attitude in managing money's incoming and outgoing and loans and investments (Layli, 2013). Good financial behavior ranges from thinking carefully before buying a product and paying debts at the right time to establishing a plan to meet their personal goals (Valencia & Valenzuela, 2017). An individual's financial literacy may influence financial behaviour. An individual with sound financial literacy will positively influence his or her financial behaviour, such as paying a bill on time, having savings and investments, and the ability to manage credit cards wisely

(Lusardi, Olivia, & Vilsa, 2010). Albeerdy & Behrooz (2015) showed that parents are essential necessary socialization agents in family financial education. This study indicates that parents' social-economic status can positively impact the children's financial behaviour development. Financial behaviour can play a pivotal role in influencing the welfare of individuals in a household, society, nation, and the world and help an individual lead a successful life.

NEED AND SIGNIFICANCE OF THE STUDY

University or college students are in a distinct period of their lives where they start to manage their money independently without parental supervision. The majority of these young people start to deal with monetary challenges such as paying bills, keeping a budget, or having a credit card to their names for the first time. The financial behaviour that college students learn during these years are likely to influence their future decisions (Shim, Xiao, Barber, & Lyons, 2009). Financially literate students are less likely to face financial troubles as they can manage their debt better and are more likely to make the right choices about money, such as saving for the future. The financial problem has become a common problem among young adults. This problem happens because they lack financial knowledge and have difficulty in making financial decisions at a young age, especially in their career. College students are expected to be more knowledgeable about financial choices and decisions. As college students are the primary customer segment of financial products and services, they should be careful in their

financial behaviour. After going through various researches, the investigator felt the need to analyze the financial behaviour of the undergraduate students. Hence the study is entitled as “Financial behaviour among undergraduate students”.

HYPOTHESES OF THE STUDY

1. There is significant difference in the mean scores of financial behaviour among undergraduate students based on gender.
2. There is significant difference in the mean score of financial behaviour among undergraduate students based on the main subject of study.

OBJECTIVES OF THE STUDY

1. To determine whether there exists any significant difference in financial behaviour among undergraduate students based on gender.

2. To determine whether there exists any significant difference in financial behaviour among undergraduate students based on the main subject of study.

METHODOLOGY IN BRIEF

Method adopted

The investigator adopted normative survey method for the study.

Sample used

A sample of 240 undergraduate students from the Kollam district was selected for the present study. The cluster sampling technique was employed for the present study.

Tools used

The investigator prepared a financial behaviour scale for collecting the data.

Statistical techniques used

- Percentage
- Standard deviation
- t test

RESULT AND DISCUSSION

Analysis of the level of financial behaviour among undergraduate students

Table - 1

Classification of undergraduate students based on their level of financial behaviour

Level	N	Percentage
High	51	21
Moderate	158	66
Low	31	13

Table-1 depicts that 21% of undergraduate students have a high level of financial behaviour, 66% of undergraduate students have a moderate level of financial

behaviour, and 13% of undergraduate students have low level of financial behaviour. Hence, the investigator concluded that undergraduate students' financial behaviour is moderate.

Analysis of Financial Behaviour of Undergraduate Students based on gender

Table - 2

Test of significance for the difference between the mean financial behaviour scores among male and female undergraduate students

Category	Sample	Mean	SD	CR	Level of Significance
Male	116	76.87	5.74		
				4.33	0.01
Female	124	79.87	4.93		

Table-2 shows that the difference between means is significant at the 0.01 level (C. R =4.33). This result shows a significant difference in the financial behaviour among male and female undergraduate students. Here the mean score of male undergraduate students

(M=76.87) is less than that of female undergraduate students (M=79.87). Hence, the investigator concluded that female undergraduate students' financial behaviour is higher than male undergraduate students.

Analysis of Financial Behaviour among Undergraduate Students Based on main subject of Study

Table - 3

Test of significance for the difference between the mean financial behaviour scores among commerce and science undergraduate students

Category	Sample	Mean	SD	CR	Level of Significance
Commerce	128	79.57	4.85		
				3.52	0.01
Science	112	77.08	5.96		

From table-3, it is clear that the difference between means is significant at 0.01 level (C.R =3.52). This result indicates a significant difference in financial behaviour among commerce and science undergraduate students. Here the mean score of Commerce undergraduate level students (M=79.57) is

greater than that of science undergraduate students (M=77.08). Hence, the investigator concluded that the financial behaviour of Commerce undergraduate level students is higher than that of Science undergraduate level students.

FINDINGS OF THE STUDY

1. The level of financial behaviour among undergraduate students is moderate.
2. The female undergraduate students have more significant financial behaviour than male undergraduate level students.
3. The commerce undergraduate students have more significant financial behaviour than science undergraduate students.

EDUCATIONAL IMPLICATIONS

Educators should keep in mind the limitations of content knowledge and incorporate more action-oriented educational programmes to encourage students to engage in positive financial behaviour during the educational process.

More financial aspects should be incorporated into the content of the curriculum to help students comprehend how human emotion, biases, and cognition limits in processing and responding to information influence financial decisions such as investments, payments, risk, and personal debt.

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Real-life cases focusing on personal financial management should be implemented in colleges.

Undergraduates' financial behaviour can be enhanced through practical financial education and seminars on financial management.

CONCLUSION

Financial behaviour is related to the way people treat, manage, and use available financial resources. It can be measured in several ways: expenses, payment of bills, financial planning, providing money for oneself and one's family, and savings (Arifin, 2018). The present study revealed that undergraduate students have a moderate level of financial behaviour. The results also showed that female undergraduate students have more significant financial behaviour than male undergraduate students. The study also reveals that undergraduate commerce students have more significant financial behavior than science undergraduate students. The study throws light on the need to include financial contents in the science curriculum so that the students will know more about how to deal with the financial aspects.

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PROBLEM SOLVING ABILITY AMONG HIGHER SECONDARY COMMERCE STUDENTS

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ABSTRACT

Problem-solving is one of the most vital and basic skills which is required by every one in the 21st century. People feel the need of this skill quite frequently in their daily lives, and especially children should develop it at young age to cope with problems in education as well as other domains, throughout their lives. Problem-solving directly implies decision-making, which is another important skill, not only for academics but for success in life in general. The task of problem solving depends to a great extent upon the nature of the problem, the means and material available for its solution and the ability and competency of the problem solvers. With the importance of problem solving ability in the present scenario, this paper deals with the study on problem solving ability among higher secondary commerce students. The objective of the study was to compare problem solving ability among higher secondary school students with respect to gender. The findings of the study revealed that there is significant difference in the problem solving ability of higher secondary commerce students on the basis of gender.

INRODUCTION

Problem-solving is one of the most vital and basic skills, which is required by every one in the 21st century. People feel the need of this skill quite frequently in their daily lives, and especially children should develop it at quite a young age to cope up with problems in education as well as other domains, throughout their lives. Every one is constantly facing one problem or the other. There are needs and motives that ought to be satisfied, for this purpose definite goal or aims are to be set. Effective problem solving techniques will help children avoid conflict with others in a school setting and in their everyday lives. It will also strengthen children's empathy and help them learn more positive attributions about another person's intentions. It is essential for academic and social success. Various studies revealed that Problem Solving Ability will improve Scholastic Achievement of Secondary School Students (Nisha Mary Jose & Rinal P. Thomas (2011) emphasis the importance of achieving this essential skill. By developing problem solving skills, students develop an interesting and enjoyable way to learn, produce positive

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attitudes, encourages cooperative skills and creativity. West (1992) strongly vouched for including problem solving as a teaching strategy as it influences thinking faculty of individuals to a remarkable extent, much more than the information one reads or is being told about. Problem solving is the scientific process of solving problems. It pre-supposes the existence of a problem in the learning and teaching situation. A problem is a challenge that warrants additional effort on the part of the learner to arrive at a feasible solution leading to the attainment of developmental objectives. Problem solving is a method in which a person uses his ability to analyse a problem confronted in order to arrive at a solution. This method encourages one to adopt right thinking and learning.

NEED AND SIGNIFICANCE OF THE STUDY

Commerce education has a crucial role in our society, where expertise in commercial knowledge is required. It is intended for acquiring a conceptual knowledge and managerial skills in the wide spectrum of business and interest. Today's highly developed industrial, commercial and business world require highly qualified and smart commerce graduates. Hence it is essential to shape and mould the commerce students to suit with the global changes. An educational system should reflect quality, excellence and innovation. We should create vast exciting and ever evolving educational opportunities to facilitate students to realize their potential in ways that they have planned and perhaps in ways that they would not have imagined. Kavitha (2004) revealed

that problem solving method can be used as an effective method for teaching and learning zoology at higher secondary level and this method can be adopted for teaching other subjects also. It is necessary that the commerce course should be designed in such a way that it gives more importance in developing the ability of students to think creatively and freely.

Problem solving means to identify and analyze the problem and to arrive at a solution. Here a learner develops curiosity and interest on the problem and then correlates the problem with prevailing knowledge and real world situations for creating a fine solution. Problem solving skill is essential and surpasses in the learning of commerce subjects such as banking, production, trading and marketing.

OBJECTIVES OF THE STUDY

1. To find out the level of problem solving ability among higher secondary school students.
2. To find out the level of problem solving ability on the basis of gender.
3. To compare problem solving ability among higher secondary school students with respect to gender.

HYPOTHESIS OF THE STUDY

There exists significant difference in the problem solving ability of higher secondary commerce students based on gender.

METHODOLOGY IN BRIEF

Method adopted

Normative Survey method was adopted to collect data for this study.

Sample used

The Sample included 100 commerce higher secondary school students selected from different schools in Kottayam District.

Tool used

In order to assess the problem solving ability, a test with multiple choice type questions was prepared by the investigator.

Statistical techniques used

- Mean
- Standard deviation
- t test

RESULTS AND DISCUSSION

Analysis on the basis of percentage wise analysis of problem solving ability scores.

Level of problem solving ability of higher secondary commerce students. To find out the level of problem solving ability scores of higher secondary students, they were grouped according to their levels high, average, and low, based on their problem solving ability scores. The mean and standard deviation of the

total scores were calculated. Those getting scores at or above $m + \sigma$ were grouped as high level, those getting scores between $m - \sigma$ were grouped as low problem solving ability group and those getting scores between $m + \sigma$ and $m - \sigma$ were classified as average problem solving ability group.

Percentage wise distribution of different level of problem solving ability

Table - 1

Problem solving ability	No .of Students	Percentage
High	36	36%
Average	46	46%
Low	18	18%
Total	100	100%

From the table-1, it is clear that the numbers of sample according to low, average and high levels of problem solving ability were 18, 46, 36 and the corresponding percentage were

18%, 46%, and 36% respectively. This indicates that majority of the higher secondary school students possess average level of problem solving ability.

Percentage wise distribution of different level of problem solving ability on the basis of gender

Table -2

Percentage wise distribution of different level of problem solving ability of boys

Problem solving ability on boys	No. of Students	Percentage
High	16	32%
Average	22	44%
Low	12	24%
Total	50	100%

From the table -2, it is clear that the number of sample of boys according to low, average and high levels of problem solving ability were 12,22,16 and the corresponding percentage

were 24%, 44%, and 32% respectively. This indicates that most of the boys in higher secondary school possess average level of problem solving ability.

Table - 3
Percentage wise distribution of different levels of problem solving ability

Problem solving ability of girls	No. of Students	Percentage
High	13	26%
Average	30	60%
Low	7	14%
Total	50	100%

From the table -3, it is clear that the number of sample of girls according to low, average and high levels of problem solving ability were 7, 30, 13 and the corresponding percentage were

14%, 60%, and 26% respectively. This indicates that most of the girls in higher secondary school possess average level of problem solving ability.

Comparison of problem solving ability of higher secondary school students on the basis of gender.

Table - 4
Data and results of test of significance of problem solving ability on the basis of gender.

Gender	N	Mean	SD	t value
Male	50	24.44	7.43	1.26
Female	50	26.22	6.85	

From the table-4, it is clear that the obtained t value is 1.25 which is lesser than the table value 1.96 at 0.05 level of significance. Hence the framed hypothesis, “there exists significant difference in the problem solving ability of

higher secondary commerce students based on gender” is rejected. It shows that there is no significant difference between boys and girls in their problem solving ability.

FINDINGS OF THE STUDY

1. Higher secondary commerce students possess average level of problem solving ability.
2. There exists no significant difference in the mean scores of problem solving ability of higher secondary commerce students.

CONCLUSION

The present study is an attempt to examine the problem solving ability among higher secondary commerce students.

Computer supported problem solving learning facilitates learning through fast and common platforms and allows students to share and construct knowledge together. Within classroom, students can take on the role of facilitator, restarter, monitor, or recorder. So the schools must provide opportunities to enhance the student's problem solving ability through the activities like group discussion expand knowledge and experience through focus on the right input and stimuli, computer supported learning, produce original material etc. In this way students can use these opportunities to share their ideas and engage in meaningful tasks and build on prior learning to generate ideas and products.

EDUCATIONAL IMPLICATIONS

In the present study, it was found that there is average level of problem solving ability among commerce higher secondary students. Problem solving is an individualized process, which requires various strategies to tackle. The classroom teacher can develop a scientific approach to solve problems that the students are expected to face in social life. The implication of this study is that all pupils can be provided with an environment, which is suitable according to their behaviour so that their creativity may be flourished. Moreover, home and school can play important roles in developing a positive attitude for the development of creativity among students. A teacher can use various pedagogical strategies

to foster problem solving ability among students. Teaching methodology and technique may need to be revised to increase the problem solving ability. It is the responsibility of the teachers to identify such students who have low problem solving abilities and try to modify their learning and thinking power through various audiovisual aids. Teachers must encourage students to adopt a reasonable risk-taking attitude while solving problems. In brief, it is concluded that problem solving ability of the students help them build strong cognitive ability, which should be in a better position to reap the benefits of high academic achievement, enrolled in reliable future career choice and job availability.

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AWARENESS OF TRUE COLOURS PERSONALITY AMONG PROSPECTIVE TEACHERS

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ABSTRACT

True Colours is a personality profiling system created by Don Lowry in 1978. It was originally created to categorize four basic learning styles using the colours blue, orange, gold and green to identify the strengths and challenges of these core personality types. This study examines the awareness on true colours personality among prospective teachers. Stratified random sampling technique was used in this study with sample size of three hundred and eighty (N=380) prospective teachers from various districts in Kerala. In this study, the investigator administered True Colours Personality Identification tool among the prospective teachers. Test of significance for difference between means of Awareness of True Colours Personality of female and male prospective teachers revealed that there is significant difference between female and male prospective teachers on awareness of True Colours Personality.

INTRODUCTION

True Colours is a personality profiling system created by Don Lowry in 1978. It was originally created to categorize four basic learning styles using the colours blue, orange, gold and green to identify the strengths and challenges of these core personality types. Everyone's personality consists of a combination of all four colours, with the dominant two colours representing the core of a person's personality temperament. In general, green personality types are independent thinkers, gold personality types are pragmatic planners, orange personality types are very action-oriented, and blue personality types are very people-oriented.

True Colours is a way to understand the behaviour and motivation of others relative to their own personalities to help them mitigate potential conflict by learning to recognize personality differences and characteristics. All human beings have a combination of the four True Colours that make up their personality spectrum, usually with one of the styles being the most dominant. By identifying one's

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personality True Colours provide insights into different motivations, actions and communication approaches.

The core of the system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation and ethical behaviours. Hence by understanding each individual's personality type, teams can improve communication through the recognition of a person's true character, transforming True Colours into an uncomplicated language for every individual to convey complex ideas in a very simple way. True Colours work because it is based on true principles and easy to remember and use in all kinds of circumstances from personal relationships to professional success.

True Colours is based on the Keirsey Temperament Sorter, which is an adaptation of the Myers-Briggs Type Indicator (MBTI). The True Colours test will sort people into four colours to represent specific personality types. The True Colours website states that the mission is to enhance the way individuals live, work, communicate and interact with those around them. Knowledge of personality types in the classroom helps teachers and students to understand each other. Knowing the class composition by personality type enable a teacher to base the lessons on students' personality types and needs. Also, it can be used as an aid to maintain control in the classroom. Teachers need to plan two or three

activities per day to engage all personality types. (Delisio, 2001).

According to (Niskanen, 2001), blue means that the teacher is student-oriented. Gold denotes institution-oriented, green means that the teacher is subject-oriented and orange shows that the teacher is action-oriented. The majority of teachers fall into either the blue or gold personality temperaments (Whichard, 2006). Tripp & Eick, (2008) conducted a study that applied the colour traits to interactional styles between mentoring teachers and their assigned teaching interns in planning, teaching and mentoring in the classroom. They found that the construction of personality temperaments should be used in deciding intern placements. This will minimize personality clashes and result in a successful internship experience.

The greatest benefit to True Colours is that teachers, staff and students all gain a better understanding of each other's personality type (Cowell-Lucero & Rudd, 2008). This should result in more effective communication, and a greater appreciation of how everyone can contribute to a great learning environment. True Colours promote tolerance and communication among people because they can see the person in a different light. (Delisio, 2001).

HYPOTHESIS OF THE STUDY

There is significant difference in the level of awareness of True Colours Personality among prospective teachers based on gender.

OBJECTIVES OF THE STUDY

1. To find out the level of awareness on True Colours Personality among prospective teachers.

- To compare the level of awareness on True Colours Personality among prospective teachers based on gender.

of education. Stratified random sampling technique was adopted.

Tool used

The investigator adopted Personality Awareness Test for collection of data.

Statistical techniques used

- Percentage analysis
- Mean
- Standard deviation
- t test

METHODOLOGY IN BRIEF

Method adopted

Normative survey method was adopted for the present study.

Sample used

The sample of the study consisted of 380 prospective teachers from various colleges

RESULTS AND DISCUSSION

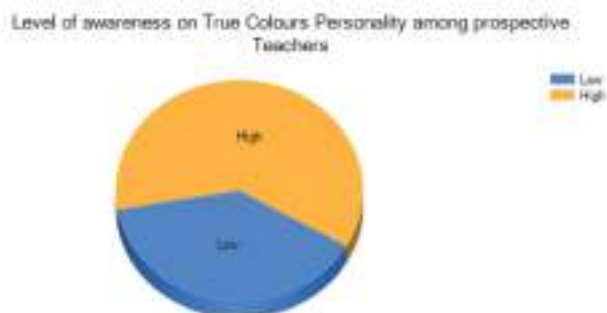
Table - 1

Level of Awareness on True Colours Personality among Prospective Teachers

Level of awareness on True Colours Personality	N	Percentage
Low	144	38.92
High	226	61.08

From the table-1 it is clear that 38.92% of prospective Teachers have low level of awareness on True Colours Personality.

61.08% of prospective Teachers have high level of awareness on True Colours Personality.



Test of significance for difference between means of Awareness on True Colours Personality of Female and Male Prospective Teachers

Table - 2

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
Female	197	31.21	4.52	7.79	0.01
Male	173	26.45	6.82		

The calculated value of C.R. is 7.79 and is significant at 0.01 level (C.R. = 7.79; $p < 0.01$). Since the mean of the female prospective teachers is significantly greater than that of the

male prospective teachers, female prospective teachers have more awareness on True Colours Personality compared to male prospective teachers.

TENABILITY OF HYPOTHESIS

Test of significance for difference between means of Awareness on True Colours Personality of female and male Prospective Teachers revealed that there is significant

difference between female and male Prospective Teachers in Awareness on True Colours Personality. Hence the null hypothesis formulated in this context is not accepted.

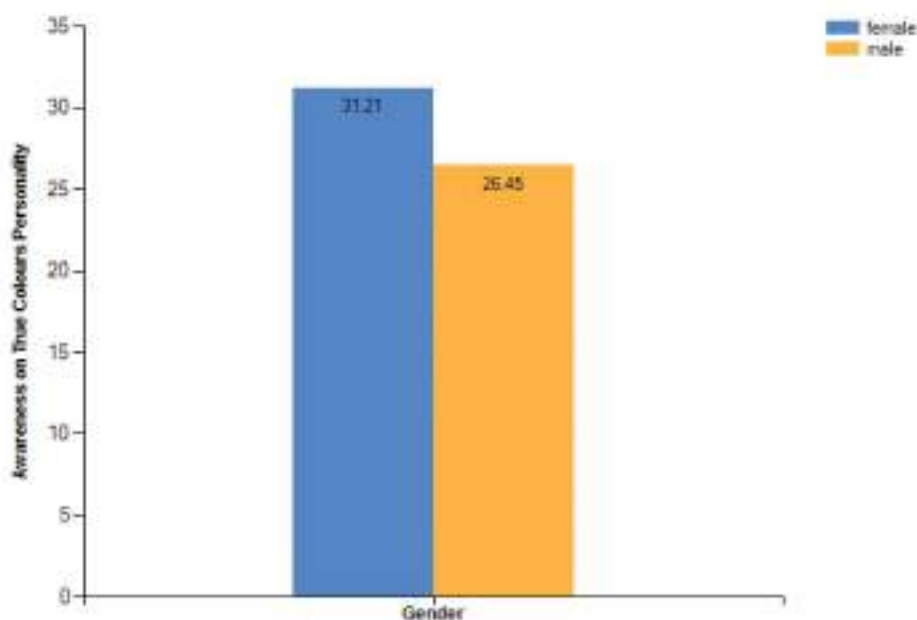


Figure: Mean Awareness on True Colours Personality of female and male Prospective Teachers

DISCUSSION

The present study emphasizes on the awareness on True Colours Personality among prospective teachers. From the results it is clear that 38.92% of prospective teachers have low level of awareness on True Colours Personality. 61.08% of prospective teachers have high level of awareness on True Colours Personality. From the test of significance for difference between means of awareness on True Colours

Personality of female and male prospective teachers, the calculated value of C.R. is 7.79 and is significant at 0.01 level (C.R. = 7.79; $p < 0.01$). Since the mean of the female prospective teachers are significantly greater than that of the male prospective teachers, female prospective teachers have more awareness on True Colours Personality compared to male prospective teachers.

CONCLUSION

According to True Colours, those with Blue personality characteristics are relationship builders and good communicators, and have good people skills. Those with Gold personality characteristics have initiative and are organized, manage time well, and pay attention to detail. Those with Green characteristics are knowledgeable, calm, self-controlled and determined.

Every individual has a combination of all four colours within their personality; this is referred to as their *personality characteristic trait spectrum*. Various student personality trait characteristics based on each colour as well. By identifying particular characteristic traits, educators can better understand student needs. In general, students who have self-respect and a sense of their worth typically exhibit behaviour that contributes to the overall productive learning environment. Identifying students' True Colours personality spectrums can give teachers a wealth of information to enhance their instruction.

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DEVELOPING AN INSTRUCTIONAL PACKAGE FOR ENHANCING AWARENESS ON GREEN COMPUTING AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Our natural environment is a priceless gift of our heritage. The environment is the most important resource for one's life. Water, power, and oxygen are sum of the important resources that form the environment. A clean environment is essential for a healthy living. A desire to protect the eco system is simply a desire to protect ourselves and for the benefit of the next generation. Green Computing is popular nowadays. The use of computer saves a lot of time and effort of the humans. But the use of computers also increases the poor consumption and generates more amount of heat. This is an age of ever-developing science and technology. Pupils should be aware of the changes that are happening around them and how they affect their environment and they should be aware of how to overcome those challenges and to prepare for the situation.

INTRODUCTION

Education for sustainable development means adopting a more holistic approach to

education by creating a better world for all living things in the earth. This allows every child to acquire the knowledge, attitude, and values to shape a sustainable future. Education for sustainable development incorporates a key environment. Challenges like climate change can be included in core subjects like science and it involves modifying the teaching-learning process to a more encompassing approach. Students can relate what they learn in their classroom to their real-life situations and will increasingly be in a better position to take a lead in changing behavior and adopting sustainable lifestyles.

Green Computing is the study and practice of using computing resources efficiently that reduces the use of hazardous materials, maximize energy efficiency during the product's lifetime, and promote recyclability or biodegradability of products and factory waste. It has often been defined as the practice of keeping the environment free

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from pollution resulting from human activities such as using a computer and its subsystem and other household items or resources efficiently with no impact on the environment. (Ameta, Shirmali;2018). It represents a responsible way to address the issue of global warming. By adopting green computing practices, business leaders can contribute positively to environmental stewardship and protect the environment while reducing energy and paper costs (Lamb,2009). In simple terms, it refers to the environmentally responsible use of computers, electronics, and their associated subsystems which includes buying and using energy-efficient central processing units, servers, and peripherals, reducing e-waste safely and ethically.

Going green is a fundamental and a major concern of the modern world today. The global society as a whole is going through a phase where individuals, groups, organizations, industries, and governments are becoming more environmentally conscious at home and the workplace, as well as at university campuses. There is much discussion centering upon how to reduce energy consumption and carbon emissions, prevent wastage, cut costs and protect the environment through green ideas, green initiatives, green buildings, and green policies. The overarching goal of green computing is to address these economic and environmental hazards of human activities. Its specific aims are multiple, i.e. to prevent energy waste, cut down costs, reduce carbon emissions into the atmosphere, minimize pollution within the environment caused by poor e-waste management, curb the effects of hazardous computer products on people and the environment, and ultimately promote

responsible energy-efficient and environmentally safe practices.

NEED AND SIGNIFICANCE OF THE STUDY

Green Computing is motivating people to rethink current trends of hardware, software, and people who are obstacles in the way of the mission 'Saving Earth'. This can be achieved by manufacturing of eco-friendly hardware, developing power-saving optimized software using energy saving information system and promoting eco-friendly practices. There is a need for techniques and methods to design and manufacture environment friendly devices and to ensure optimization of coding in such a way to reduce energy consumption and reduce heat dissipation. Intelligent distributed computing for sharing information on the network may also reduce energy for the flow of data.

There is no doubt in the fact that for the existence of living organisms on the earth, the process of global warming should be reduced. Almost 20% of carbon dioxide in the atmosphere is a by-product of information technology. In our day-to-day life, each second people are depending on computers, and students are not aware of how to use them properly or what are its harmful effects on the environment. People are almost ignorant about the energy loss and environmental issues concerning the daily usage of computers. While considering the amount of energy for working computers and the natural resources necessary for their production, every environment-loving person may be ready to possess some kind of self-control on unnecessary usage of computers.

Even in this pandemic situation in all sectors, people depend on internet facilities

highly. But there are more harmful effects on the environment because of the usage of computers. Even textbooks provide only information about the uses of computers and not about the harmful effects or how to use it safely. There are no appropriate topics included in the syllabus or curriculum to provide awareness. So, the investigator decides to prepare an Instructional Package in developing awareness on green computing among secondary school students.

OBJECTIVES OF THE STUDY

1. To find out the awareness on Green Computing among secondary school students.
2. To prepare an Instructional Package on awareness on Green Computing among secondary school students.
3. To compare the mean gain scores of awareness on Green Computing among secondary school students between experimental group and control group for total samples.
4. To compare the adjusted mean scores of awareness on Green Computing of the experimental group with that of control group considering pre-test score as covariant.

HYPOTHESES OF THE STUDY

The level of awareness on Green computing among secondary school students is moderate.

1. There exists significant difference in the pretest scores of awareness on Green computing of the experimental group with that of the control group among secondary school students for the total sample.

2. There exists significant difference in the post-test scores of awareness on Green computing of the experimental group with that of the control group among secondary school students for the total sample
3. There exists significant differences between the adjusted mean scores of awareness on Green Computing of the experimental group with that of the control group.

METHODOLOGY IN BRIEF

Method adopted

The method used for the study was Experimental method. Quasi-experimental design was adopted for the study.

Variables

1. Independent variable: Instruction using Package developed Activity Method on Awareness on Green Computing.
2. Dependent variable: Awareness on Green Computing

Sample used

The population of the study is secondary school students. Secondary school students (N=167) were selected for the present study.

Tools used

- Test of Awareness on Green Computing
- Instructional Package on Awareness about Green Computing.
- Lesson transcripts on Awareness of Green Computing.

Statistical techniques used

The following statistics were used to carry out the analysis of the data.

- Percentage Analysis
- Test of significance of difference between means for large independent samples
- ANCOVA

RESULT AND DISCUSSION

The present study is intended to develop an Instructional package for enhancing Green Computing awareness among secondary school students. The data collected were analyzed and

interpreted according to the objectives of the study. Analysis and discussion of results are given under proper heads.

Percentage analysis of the level of awareness on green computing among Secondary School Students

Table - 1

Data and Results of percentage analysis of level of Awareness on Green Computing among Secondary School Students

Awareness level	Number of students	Percentage
Low	37	22.16
Moderate	99	59.28
High	31	18.56
Total	167	100

From table-1 it is clear that the majority of the students have moderate awareness concerning green computing. 37% of students have low level of a awareness and 18.56% of students

have high level of awareness. From the table, it can be inferred that the majority of secondary school students have a moderate level of awareness on green computing.

TENABILITY OF HYPOTHESIS

H(1) states that the level of awareness on green computing among secondary school students is moderate. The result revealed that the majority of the secondary school students have a moderate level of awareness on green computing. Hence the hypothesis formulated for the study is substantiated.

II. Comparison of pre-test scores of awareness on green computing among secondary school

students between experimental and control group for the total sample.

The investigator compared the mean of pre-test scores of awareness on green computing among secondary school students between experimental and control groups by using Test of Significance of Difference between means and the summary of the result is given in Table 2

Table - 2
Data and Result of the Test of Significance of Difference between mean pre-test scores of Awareness on Green Computing among secondary school students of experimental and control groups for total Sample

Group	N	Mean	SD	t Value	Level of Significance
Experimental	85	6.576	3.58	0.44	p>0.05
Control	82	7.207	3.96		

From Table -2, it is clear that the obtained t value ($t = 0.44$, $p > 0.05$) is not significant even at 0.05 level. It implies that there exists no significant difference in the mean pre-test

scores of the experimental and control group on awareness on green computing among secondary school students. This result is graphically represented in Figure 1.

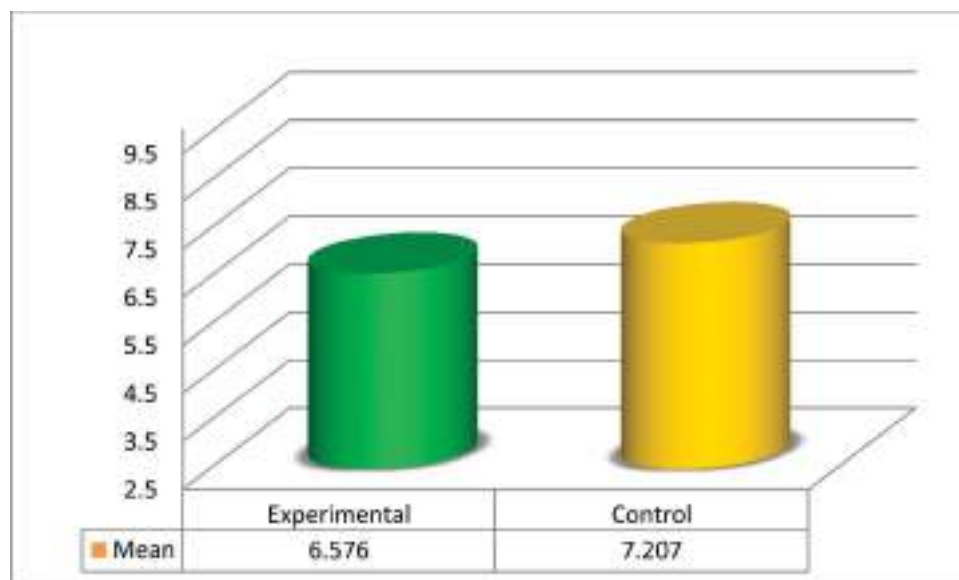


Figure 1. Graphical representation of the mean pre-test scores.

TENABILITY OF HYPOTHESIS

Hypothesis 2 states that, “There exists significant difference in the pretest scores of awareness on green computing among secondary schools in the experimental group with that of the control group for the total sample. The statistical analysis revealed that

there exists no significant difference in the mean pre-test scores of awareness on green computing among urban secondary school students of experimental and control groups. Hence the hypothesis is not accepted.

II. Comparison of post-test scores of awareness on green computing among secondary school students between experimental and control group for the total sample.

The investigator compared the mean of post-test scores of Awareness on Green

Computing among secondary school students between experimental and control groups by using test of significance of difference between means and the summary of the result is given in table 3.

Table - 3
Data and result of the test of significance of difference between mean post-test scores of awareness on green computing among secondary school of experimental and control groups for total score.

Group	N	Mean	SD	t Value	Level of Significance
Experimental	85	23.18	2.24	5.97	p<0.01
Control	82	19.96	3.59		

From Table-3, it is clear that the obtained t value ($t = 5.97, p < 0.01$) is significant at 0.01. It implies that there exists significant difference in the mean of post-test scores of awareness of green computing among secondary school students. The mean obtained for the

experimental group is 23.18 and for the control group, it is 19.96. The difference in the mean is in favour of the experimental group. This can be attributed to the effect of the instructional package. This result is graphically represented in Figure 2

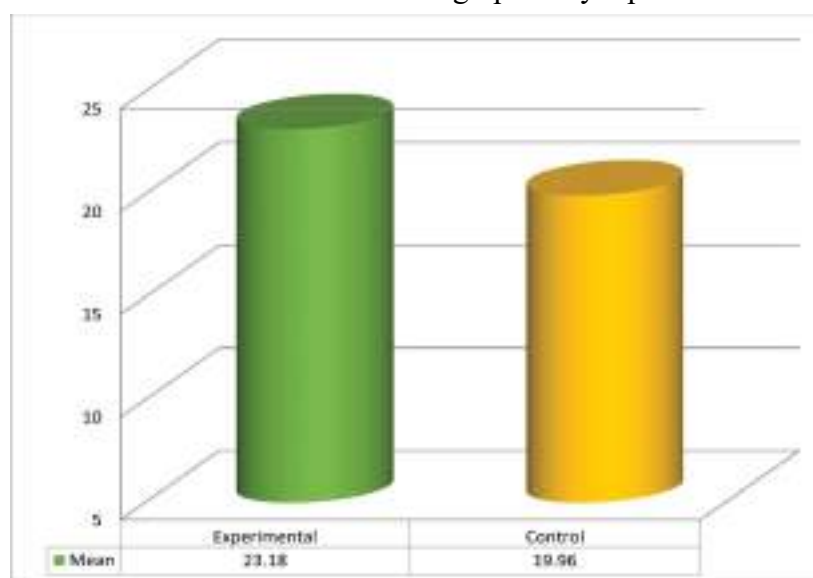


Figure 2. Graphical representation of the mean pre-test scores.

TENABILITY OF HYPOTHESIS

Hypothesis 3 states that there exists a significant difference in the post-test scores of Awareness on Green computing of the experimental group with that of the control group among secondary school students for total sample. The statistical analysis reveals that there exists a significant difference in the mean post-test scores of awareness on green computing among secondary school students.

Hence the hypothesis formulated for the study is substantiated.

III. Comparison of the experimental and control groups based on pre-test and post test scores using ANCOVA

The adjusted sum of squares for post test scores was computed and the F ratio was computed. The summary of ANCOVA of post test scores of Awareness on Green Computing of secondary school students is given in table 4

Table - 4
Summary of ANCOVA of post-test scores of awareness on green computing of secondary school students

Source of Variation	df	SSx	SSy	SSy.x	MSy.x	Fy.x
Among Means	1	16.61	430.88	458.28	458.28	
Within Groups	164	2348.23	1465.24	1390.84	8.48	54.04**

The obtained Fyx ratio was tested for significance and found that it is significant at 0.01 level of significance as the obtained Fyx value ($F_{yx} = 54.04$, $p < .01$) is significant at 0.01 level of significance. It is clear from the result that the final means differ significantly after they have been adjusted for the initial difference on the pre-test.

Hypothesis 4 states that “There exists significant difference between the adjusted mean score of awareness on green computing of the experimental group with that of the control group”. The obtained Fyx ratio was tested for significance and found that it is significant. It is clear from the result that the final means differ significantly after they have been adjusted for initial differences on the pre-test. Hence the hypothesis formulated for the study is substantiated.

FINDINGS OF THE STUDY

1. Majority of the students have moderate level of awareness on green computing. 37% of students have low level of awareness and 18.56% of students have high level of awareness. It can be inferred that the majority of secondary school students have a moderate level of awareness on green computing.
2. The obtained t value for the means of pre-test scores of the experimental and control group is significant at 0.05 level. It implies that there exists no significant difference in the mean pre-test scores of the experimental and control groups on awareness on green computing.

3. The obtained t value for the means of post-test scores of the experimental and control group is significant at 0.01 level. It implies that there exists no significant difference in the mean post-test scores of the experimental and control groups on Awareness on Green Computing and the difference can be attributed to the effect of the instructional package.
4. The analysis of comparison of the experimental and control groups based on pre-test and post-test scores using ANCOVA the Fyx ratio was tested for significance and it was found that it is significant at 0.01 level of significance. It is clear from the result that the final means differ significantly after they have been adjusted for the initial difference on the pre-test.

The analysis data has proved that Instructional Package in teaching Awareness on Green Computing is effective than the ongoing Activity-based learning

EDUCATIONAL IMPLICATIONS

The present study shows that Instructional Package in teaching Awareness on Green Computing is superior and effective to prevailing methods in our schools. Creative and innovative approaches in teaching about awareness on Green Computing evince keen interest in the learner. Instructional packages are essential and significant tools needed for teaching and learning to promote teachers efficiency and improve students' performance. Awareness of green computing helps the students to rethink and help them how to make use of computers safely. It provides the reusability of resources that are currently used by various technologies. Awareness on green

computing is responsible for environmentally and eco-friendly use of computer and their resources. It reduces energy consumption which results in low carbon dioxide emission. Green Computing also applies to change government policy to encourage recycling.

This study is one of the relevant topics in today's technological world. The computer has become a part of life. With the use of computers life becomes more easier but at the same time it increases the power consumption and also generates a large amount of heat. This study aims in developing an Instructional Package for enhancing awareness on Green Computing among secondary school students. This study makes them aware and have more eco – friendly usage of computers.

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MULTIPLE INTELLIGENCES OF PRE-SCHOOL CHILDREN

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ABSTRACT

Educationists and psychologists emphasize that the education system should never stress children for learning by force and harshness, but should amuse their minds, so that they may be better able to discover with accuracy. They also opined that, traditional schooling systems have been predominantly created by people who were unaware of the extraordinary diversity and potential of human learning. But now teachers have begun to truly understand that each and every child is a unique individual with innate predispositions and unique ways of perceiving and interacting with the world. Gardner (1983) pioneer in the field of multiple intelligences theory, in his long time effort in educational reform has showed that education based on multiple intelligences of pupil and their active involvement as one of the important factors in effective learning. A child should be identified and recognized from their pre-school class itself. It will be helpful to direct them accordingly to the intelligence they possess. This study is aimed to measure the Multiple Intelligences of 400 pre-school children of various schools using survey method. In this study the multiple intelligence

was measured using a scale which consisted of 56 items from eight dimensions of multiple intelligence which was constructed by the investigator and to study the mean multiple intelligence scores of children based on various variables such as their gender, type of management and type of family. The findings revealed that pre-school children had moderate level of multiple intelligence. Majority of them exhibited bodily kinesthetic intelligence and linguistic intelligence. Gender, type of management, and type of family had no influence on their multiple intelligence. This study recommended that teachers could be given training on multiple intelligence pedagogy to teach the children to develop their multiple intelligence.

INTRODUCTION

Multiple Intelligence is a theory that says that the conventional definition of intelligence is not wide enough. On a more practical level, Howard Gardner, an American psychologist was concerned with the exclusive ways that children were being taught in the school, there has been an emphasis on

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teaching children in predominantly two forms such as linguistic symbolization and logical mathematical symbolization. Gardner sees this as one-dimensional view where there is core curriculum and one set of facts. So he stated that there were seven different types of intelligence such as Verbal-linguistic intelligence, Musical intelligence, Visual Spatial, Logical Mathematical intelligence, Bodily kinesthetic intelligence, Interpersonal intelligence and Intrapersonal intelligence. Later in 1999, he added the eighth intelligence namely naturalist intelligence. To make it easier to remember the seven intelligence types, Thomas Armstrong, introduced the following memory tags; Word Smart, Number Smart, Picture Smart, Body Smart, Music Smart, Self smart, People Smart and Nature Smart.

NEED AND SIGNIFICANCE OF THE STUDY

Learning by insisting mostly on multiple intelligence to pre-school children will increase their curiosity and brings a spirit of wonder which will lead to an interest in studies. Most adults find themselves in jobs that do not awake optimum use of their intelligence. If we examine their specific potential in childhood itself, through various programme, hobbies and activities it can be developed. In most of the Indian schools we give much importance to scholastic achievement only and other aspects of intelligence are neglected. It is very important to determine the multiple intelligence which a child possesses, to direct their learning via that to make their learning a joyful process. Because of the above said reasons, the investigator decide to conduct a research in this area.

OBJECTIVES OF THE STUDY

1. To study the level of dimensions of multiple intelligence among preschool children.
2. To study whether there is any significant difference in the mean scores of multiple intelligence of pre-school children on the basis of gender, type of management and type of family.

HYPOTHESES OF THE STUDY

The null hypotheses formulated for the present study were as follows.

1. There exists no significant difference in the mean scores of multiple intelligence of boys and girls.
2. There exists no significant difference in the mean scores of multiple intelligence of children from private pre-schools and Anganwadi.
3. There exists no significant difference in the mean scores of multiple intelligence of pre-school children from joint and nuclear families.

METHODOLOGY IN BREIF

Method adopted

Normative Survey method was adopted.

Sample used

The sample consisted of pre-school children having age between 3 to 5 and studying in various preschools of Kanyakumari district. Simple random sampling technique was used to select the sample. The sample consisted of 400 preschool children.

Tool used

Multiple Intelligence Scale for Pre-school Children - teacher's form (MISPSC) which was constructed and validated by the investigator consisted of 56 items from all the eight multiple intelligences.

Statistical techniques used

Percentage analysis and t test

RESULT AND DISCUSSION

Table - 1
Percentage wise analysis of dimensions of Multiple Intelligence

Category	Mean	Above Mean	
		Number	Percentage
Multiple Intelligence	32.14	216	54
Linguistic Intelligence	4.04	253	63.25
Logical Intelligence	3.56	215	53.75
Musical Intelligence	3.88	233	58.25
Visual Intelligence	4.39	189	47.25
Bodily Intelligence	4.11	261	65.25
Naturalistic Intelligence	3.89	231	57.75
Interpersonal Intelligence	4.22	186	46.5
Intrapersonal Intelligence	4.06	243	60.75

From the above table-1, it is evident that 54% of pre-school children possessed above average level of multiple intelligences. Among them 65.25% of preschool children possessed bodily kinaesthetic intelligence, 60.75% of them possessed Intrapersonal intelligence and 63.25% of them possessed linguistic intelligence.

Table - 2
Multiple Intelligence and its dimensions of Pre-School children based on Background variables - Gender, Location of school, Type of Management, Type of Family, Parent's Employment Status

Background Variables	Sections of variables	Mean	SD	N	t	p	Remark
Gender	Male	32.01	4.99	203	0.50	0.614	NS
	Female	32.27	5.31	197			
Type of Management	Private	32.24	5.45	200	0.78	0.438	NS
	Anganwadi	31.94	4.83	200			
Type of Family	Joint	32.25	5.16	178	0.39	0.700	NS
	Nuclear	32.05	5.15	222			
	Unemployed	32.46	5.1	174			

From the table -2 it is clear that $p > 0.05$ for all t values of multiple intelligences of preschool children with respect to gender, type of management and type of family and are not significant at any level. Hence there is no significant difference in the mean scores of multiple intelligence of boys and girls, Children from private preschool and Anganwadi and children from nuclear and joint family.

CONCLUSION

A considerable proportion of pre-school children have moderate level of multiple intelligence. Majority of them exhibit bodily kinaesthetic intelligence and linguistic intelligence. Gender, type of management, and type of family had no influence on their multiple intelligence. Pre school curriculum and method of teaching need to be revamped to inculcate multiple intelligences among preschool children. Teachers could be provided with adequate orientation regarding pedagogy based on multiple intelligence teaching.

EDUCATIONAL IMPLICATIONS

The findings of the study have certain implications in developing improved educational practices.

1. Awareness could be created among teachers to identify the multiple intelligences exhibited by children.
2. The study revealed that the pre-school children possess better bodily kinaesthetic intelligence and linguistic intelligence. So the children could be encouraged to learn through motor activities and play way method. Activity based learning could be used to teach the subjects.
3. It was found that the pre-school children possessed low natural intelligence and musical intelligences. Natural intelligence could be developed through various activities such as nature walk, out-door activities and field trips. Rhymes, music classes

and training in musical instruments could be provided to make them music smart.

4. Pre-school curriculum could be modified to enhance multiple intelligences of children.
5. In service training could be provided to teachers to organize activities for the development of multiple intelligences of pre-school children.

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ACADEMIC ASPIRATION AMONG PROSPECTIVE TEACHERS

* Biju.G

** Dr. Sreevrinda Nair N.

ABSTRACT

Academic aspiration refers to the educational objectives that a person sets for himself or herself. It is vital because it motivates and energises the individual to attain their goals. The purpose of the present study is to explore the level of academic aspiration of the prospective teachers and to find out the difference in academic aspiration on the basis of gender and subject background. This study was conducted on a sample of 328 prospective teachers who are pursuing B.Ed. course in various colleges affiliated to the University of Kerala. The investigator employed descriptive survey method for the present study. An academic aspiration scale was used in carrying out the present study. The investigator adopted the statements from the scale which is prepared and standardised by Savitha Prasad and Dr. P.J. Poulose (2019). The scale consisting of 30 statements with 5 options (strongly agree- 5, agree- 4, undecided- 3, disagree- 2 and strongly disagree-1) based on the components of environmental and personal determinants. The main objectives of the present study are: a) to

study the level of academic aspiration of the prospective teachers and (b) to find out the difference in the level of academic aspiration with respect to gender and subject background. Descriptive and inferential statistical techniques like mean, standard deviation and 't' test were used in analyzing the data. The study reveals that majority of prospective teachers have a moderate level of academic aspiration. It also reveals that there was a significant difference in the level of academic aspiration of prospective teachers with regard to gender and subject background. It emphasizes the importance of developing methods that will assist them to build high and healthy aspirations, as strong academic aspiration can lead to good academic performance.

INTRODUCTION

Teachers are the heart and soul of any educational system; their quality determines whether the system succeeds or fails. The quality of a teacher is a multi-factor variable that influences the teaching quality. These

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attributes pertain to a teacher's knowledge, attitude, and skills in the cognitive, emotional, and psychomotor domains. The teaching-learning process is influenced by a teacher's personality, among other things. Individual aspiration is a powerful motivator in the educational field. It is a frame of reference that includes experiences such as failure or achievement. Other characteristics that drive aspiration include interest, attitude, values, aptitude, inventiveness, and non-intellectual personality traits. Their behaviour is shaped by their aspirations during their student years. Level of aspiration is defined as a "strong desire to accomplish something" and is considered as a significant trait of an individual. The aspiration level of a person represents both who he is now and who he wants to be in the future. It is an indicator of his deliberate nature and it is a key component of his long-term behaviour. One can learn a lot about someone by understanding their level of ambition. As a result, both from an educational and guiding standpoint, it is vital to have a thorough understanding of an individual's aspirational level. Different disciplines, including psychological, social-psychological, sociological and economic views, have explored educational goals in depth to explain educational discrepancies (Domina et al. 2011; Rojewski 2005). Despite the widespread use of the word "educational ambitions," which refers to the academic aspirations that students set for themselves, there is no universally acknowledged definition or agreement on what

the term means (Lent et al. 1994; Quaglia and Cobb 1996; Rojewski 2005).

The nature of the future teachers in the B.Ed. programme is diverse. They differ from one another in terms of subject background, socioeconomic status, and other factors. The B.Ed. programme exposes a diverse population of aspiring teachers to a comparable style of pre-service preparation. A range of terminology, such as plans, decisions, and preferences, are often used – and sometimes interchangeably – since they are all seen as goal terms that principally differ along characteristics such as the degree of specificity and proximity to the implementation of the choice (Lent et al. 1994; Rojewski 2005). Teachers with low level of academic aspiration are more likely to suffer from depression, poor concentration, and a sense of hopelessness. Academic aspiration is an essential characteristic of prospective teachers that influence the teaching behaviour of all teacher candidates, either directly or indirectly. Therefore, the investigator decided to conduct a survey on the level of academic aspiration among prospective teachers.

OBJECTIVES OF THE STUDY

1. To find out the level of academic aspiration among prospective teachers.
2. To find out whether there is significant difference in the level of academic aspiration among prospective teachers based on gender.
3. To find out whether there is significant difference in the level of academic

aspiration among prospective teachers based on background of subject .

HYPOTHESES OF THE STUDY

1. There is significant difference in the mean scores of academic aspiration of prospective teachers based on gender.
2. There is significant difference in the mean scores of academic aspiration of prospective teachers based on their subject background.

METHODOLOGY IN BRIEF

Method adopted

The investigator adopted normative survey method for conducting this study.

Sample used

A sample of 328 prospective teachers from different B.Ed colleges under the University of Kerala were selected for the present study.

Tool used

The investigator used an academic aspiration scale for conducting the present study. The investigator adopted the statements of the scale from the scale prepared and standardised by Savitha Prasad and Dr. P.J. Poullose. The scale consisting of 30 statements with 5 options (strongly agree- 5, agree- 4, undecided- 3, disagree- 2 and strongly disagree-1) based on the components of environmental and personal determinants. Environmental determinants include parental ambitions, culture, social values, peer pressure, competition with peers and siblings, group cohesiveness and social expectation. The personal determinants include wish, personality and past experience.

Statistical techniques used

Descriptive statistics and t- test were the statistical techniques used for the present study.

RESULT AND DISCUSSION

Analysis on the Level of Academic Aspiration among Prospective Teachers

The analysis on the level of academic aspiration was analysed and the details are presented in table 1 and figure 1.

Table - 1

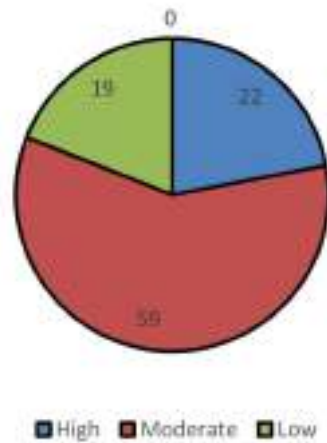
Analysis on the Level of Academic Aspiration among Prospective Teachers

Level of Academic Aspiration	Frequency	Percentage
High	73	22
Moderate	194	59
Low	61	19

By analyzing the data, the investigator found a mean value of 132.69 and standard deviation as 9.38. From table -1, it is clear that, 59% of prospective teachers have moderate level of academic aspiration, 22 %

have high level of academic aspiration and 19% have low level of academic aspiration. Figure 1 shows the level of academic aspiration of prospective teachers.

Figure - 1
Level of Academic Aspiration among Prospective Teachers



Analysis of the level of Academic Aspiration of Prospective Teachers based on Gender

The analysis on the level of academic aspiration of prospective teachers based on gender was analysed and the details are presented in table 2.

Table - 2
Analysis on the Level of Academic Aspiration among Prospective Teachers based on Gender

Gender	Frequency	Mean	SD	CR	Level of Significance
Male	137	129.38	7.24	5.99	0.01
Female	191	135.07	10.02		

From table -2, it was found that the mean score and standard deviation of prospective teachers belonging to male gender were 129.38 and 7.24 and that of female gender were 135.07 and 10.02 respectively with regards to the level of academic aspiration. The

critical ratio obtained was 5.99, which was greater than the table value at 0.01 level. This showed that there was significant difference in the level of academic aspiration among prospective teachers with regard to gender.

Analysis on the level of Academic Aspiration among prospective teachers based on subject background

The analysis on the level of academic aspiration among prospective teachers with regard to their background of subject were presented in table 3.

Table - 3
Analysis on the Level of Academic Aspiration among Prospective Teachers based on background of subject

Subject Background	Frequency	Mean	SD	CR	Level of Significance
Arts	145	131.74	5.61		
Science	183	133.69	2.45	3.9	0.01

Table -3 shows the level of academic aspiration of prospective teachers based on their subject background. The mean scores and standard deviation of prospective teachers belonging to arts stream are 131.74 and 5.61 respectively and that of prospective teachers belonging to science stream were 133.69 and 2.45 respectively. The mean scores showed

the difference in the level of academic aspiration with regard to their subject background. The critical ratio obtained was 3.9 which was greater than the table value 0.01 level. This showed that there was significant difference in the level of academic aspiration among prospective teachers based on their subject background.

FINDINGS OF THE STUDY

The study intends to find out the level of academic aspiration among prospective teachers. The present study was conducted among 328 prospective teachers from different B.Ed. training colleges under Kerala University. From the study, the investigator found out that majority of the prospective teachers have moderate level of academic aspiration. The study also revealed that there was a significant difference in the level of academic aspiration among prospective teachers with respect to gender and subject background.

CONCLUSION

Academic achievement can be influenced by aspirations of the individuals. An individual's motivation to learn, capacity to focus, and willingness to take chances can all be affected by low level of aspiration. The way a teacher engages in activities, responds to obstacles and interacts with people are all influenced by their aspirations. The prospective teachers can adopt measures to improve their aspirations as well if they can help them to develop esteem towards themselves. The teachers can organize different activities to engage in a group for developing their

aspirations and the curriculum planners can include topics for promoting academic aspirations. Teachers should be orientated to take care of students' needs and also pay special attention to children in order to boost their aspiration so that they can achieve their life goals. Teachers and parents should also work together to assist them and pay special attention to pupils who have poor academic aspirations in order to improve their academic performance. As majority of prospective teachers have a moderate level of academic aspiration, the study emphasizes on the importance of developing methods that will assist students to build high and healthy academic aspirations. Further a strong sense of academic aspiration help to develop good academic performance also. In nut shell and keeping in view of the findings of this study, it revealed that majority of the prospective teachers have moderate level of academic aspiration which means that it will help them to select their future accurately and to achieve their goals in life. The study implies that gender and subject background could affects the level of academic aspiration of prospective teachers.

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SELF ESTEEM AND DECISION MAKING ABILITY OF HIGHER SECONDARY SCHOOL STUDENTS

* Dr. Deepa R.P.

ABSTRACT

Self esteem is the degree to which the qualities and characteristics contained in one's self-concept are perceived to be positive. It reflects a person's physical self-image, view of his or her accomplishments and capabilities, values and perceived success in living up to them, as well as the ways in which others view and respond to that person. Decision making is the cognitive process that results in the selection of a course of action or belief from several possibilities. In this study the investigator made an attempt to study the correlation between self esteem and decision making ability of higher secondary students. Normative Survey method was used to conduct the study. Sample consists of higher secondary students from various schools of Kanyakumari District. The size of the sample is 400. Data was collected using Self Esteem Scale and Decision Making Ability Test. The findings of the study showed that there existed significant positive correlation between self esteem and decision making ability of higher secondary students.

INTRODUCTION

Self-esteem is a subjective feeling of self-worth build from the respect and sense of worth reflected back on the person from significant others. According to Hemachek (1971), "Self-esteem is the affective portion of the self. In other words self-esteem refers to the degree to which one values the self". According to William James (1890), self-esteem is one's mental perception of his qualities, not physical features. Those who have more positive the cumulative perception of these qualities and characteristics possess higher self-esteem. A reasonably high degree of self-esteem is considered as an important ingredient of mental health, whereas low self-esteem and feelings of worthlessness are common depressive symptoms. According to Nathaniel Branden's (1969), "Self-esteem is the experience of being competent to cope with the basic challenges of life and being worthy of happiness".

Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that

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individuals have towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviours” (Chilca Alva & Manuel 2017). Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, attention, reputation, appreciation, definitely, even dominance. The higher form involves the need for self-respect including such feeling as confidence, competence, achievement, mastery independence and freedom (Zhang, Xinghuiet, 2016).

Decision making is the process through which individuals or groups combine and integrate available information in order to choose one out of several possible choices of action. Effective decision making involves a correct identification of the problem designing alternative methods to solve the problem or even collection of information, evaluating the alternative methods and also collected information choice of alternative decision and follow up the decision to generate feedback.

Decision making is described as a Cognitive process by which individuals choices, judgments ultimately come to conclusions, that guide behaviour. Orasanu Connolly (1993) defines it as a series of cognitive operations performed consciously, which include the elements from the environment in a specific time and place. Narayan and Corcoran-Perry (1997) considered decision making as the interaction between a problem that needs to be solved and a person who wishes to solve it with in a specific environment. In the rapidly changing

world youth need to be equipped with skills to guide them to make correct decisions. Young people make lifestyle and career choices that impact their future and the future of society. Youth who make decisions to engage in risky behavior can negatively affect themselves and society in general. Decision making ability of an individual has been found to be influenced by the following factors:

- Motivational factors such as self-beliefs, goals, values, attitudes and emotional states influencing decision making
- Development factors such as cognitive, affective and social
- Internal factors such as locus of control and self-concept
- External factors such as relationship with parents, families, friends and peers
- Coping ability
- Existence of precedent setting aspect

NEED AND SIGNIFICANCE OF THE STUDY

Self-esteem plays a vital role in every aspect of life, because it is the perception of his/her own belief and thoughts. Good self-esteem induces the level of aspiration and thus the performance is enhanced. Regan, George and Lawrence, John (2017) found that female students had higher level of self-esteem than the male students. If one person thinks that he is a valuable person, then he can easily achieve his desires and goals, as it is a reflection of one’s self-esteem. Self-esteem thus promotes the confidence among the individuals and is considered as an important variable that effect success.

Decision making can be regarded as the cognitive process resulting in the selection on a belief or a course of action among several alternative possibilities. Every decision making process produces a final choice that may or may not prompt action. Decision making is one of the central activities and is a huge part of any process of implementation. Making a decision implies that there are alternative choices to be considered and in such a case the individuals want only to identify as many of these alternatives as possible but to choose the one that has the highest probability of success or effectiveness and best fits with our goals, desires lifestyle values and so on. Decision making can also be regarded as a problem solving activity terminated by a solution deemed to be satisfactory. It is therefore a reasoning or emotional process which can be rational or irrational and can be based on explicit assumptions. A significant positive relationship between students' self-esteem levels and decision-making processes was found in a study conducted by Department of Child development (Dere Ciftci H, 2015). Gender differences were observed in self-esteem levels and decision-making styles. Increase of self-efficacy improve decision-making styles of students was found in a study conducted among students of senior secondary schools situated in four districts of Haryana (Ranjit Kaur & Indu Bala, 2016). The study also suggested the development of effective skills of students in making right decisions at right time through education. A modest relationship had been found between self-esteem and productive decision-making (Burnett 1991 cited Ramon Alzate, 2004). Self-esteem influences one's emotional, cognitive

and behavioural responses under various situations. In decision making, self-esteem is an individual's self-evaluation of his/ her decision-making capability in a given situation and that confidence, or lack of it, may affect decisions made. In the case of risky decision-making, high self-esteem individuals rely on their positive self-views and tend to be less defensive in response to a risky task. All kinds of outside influences can guide or change the course of decision making process and the extent of influence depends on the depth of self-esteem of the decision maker. Students who suffer from low confidence feel insecure about their own abilities and hence may find it difficult to make even the simplest of decisions. Possibly at later childhood, parents, teachers or friends influenced on everything one ate, everything one wore, etc. thus cutting down the ability to make any choices. When one has grown up, during one's adolescent stage, one finds oneself suddenly having to make a lot more decisions and with little or no previous experience, one starts fumbling on each level of decision making. Hence it is an imperative need to study the relationship between self esteem and decision making ability of higher secondary students.

OBJECTIVES OF THE STUDY

1. To study the correlation between self-esteem and decision making ability of Higher Secondary Students
2. To study the significant difference in the mean scores of self-esteem of male and female students.
3. To study the significant difference in the mean scores of decision making ability of male and female students

HYPOTHESES OF THE STUDY

1. There is no significant correlation between self-esteem and decision making ability of Higher Secondary Students
2. There is no significant difference in the mean scores of self-esteem of male and female students
3. There is no significant difference in the mean scores of decision making ability of male and female students.

METHODOLOGY IN BRIEF

Method adopted

Normative Survey method was used for the present study.

Sample used

The sample consisted of 400 higher secondary students from various schools of Kanyakumari district. Simple Random sampling technique was adopted to select the sample.

Tools used

The following tools were used for the present study.

1. Self Esteem Scale constructed and validated by the investigator (2017).
2. Decision Making Ability Test constructed and validated by the investigator (2017).

Statistical techniques used

The statistical techniques were used for analysing the collected data were t test and Pearson product moment correlation.

RESULTS AND DISCUSSION

Table - 1

Correlation between self-esteem and decision making ability of higher secondary students

Variables	No.	Calculate 'r' Value	p Value	Remarks
Self-Esteem & Decision making ability	300	0.48	0.000	S

From table -1, it is inferred that 'r' value is 0.48 and $p < 0.01$. Therefore the correlation is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, it can be said

that there exists significant positive moderate correlation between self-esteem and decision making ability of higher secondary students.

Table - 2

Summary of mean, SD, and t value of self-esteem scores of higher secondary school students with respect to gender

Variable	Gender	N	Mean	S.D	Calculated 't' value	p value	Remarks
Self-Esteem	Male	110	58.85	2.85	1.39	0.28	NS
	Female	190	59.43	4.28			

From table -2, it is inferred that the t value is 1.39 and $p > 0.05$ and it is not significant at any level. So the null hypothesis formed in this

regard is accepted. Hence it can be said that male and female students possess more or less same level of self-esteem.

Table - 3
Summary of mean, SD, and t value of decision making ability scores of higher secondary students with respect to gender

Variable	Gender	N	Mean	S.D	Calculated 't' value	p value	Remarks
making ability	Male	110	78.00	3.85	2.04	0.00	S
	Female	190	71.30	4.20			

From the table-3, it is inferred that the t value is 2.04 and $p < 0.05$ and is significant at 0.01 level. So the null hypothesis which states that there exists no significant difference

in the mean decision making ability scores of male and female students is rejected. The mean values of male students possess high level of decision making ability than the female students.

FINDINGS OF THE STUDY

1. There exists significant positive moderate correlation between self-esteem and decision making ability of higher secondary school students.
2. Male and Female students possess more or less same level of self-esteem.
3. Male students possess high level of decision making ability than the female students.

suggested that the students who had higher levels of self-esteem could make decisions after they carefully sought the correct information and meticulously evaluated the alternatives. Hence teaching learning process should be designed to develop self esteem and decision making ability of the students.

CONCLUSION

It was found that there exists significant positive moderate correlation between self-esteem and decision making ability of higher secondary school students. Hence it is clear that self-esteem has positive impact on decision-making process. It can also be

EDUCATIONAL IMPLICATIONS

1. Citizenship training camps, special camps, educational clubs and educational tours should be organised as compulsory programmes in School education. All these activities play a vital role in the promotion of self-esteem and decision making skills.

2. Students could be encouraged to read more books which helps to improve self esteem and decision making ability.
3. Group works and team works could be organised periodically to develop decision making skills of students.
4. Interschool, intraschool, district level programmes and competitions may be organized to promote self-esteem and decision making skills of students.

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A STUDY ON BEHAVIOURAL PROBLEMS OF ADOLESCENTS

* Dr.V.S.Pavithra Kumar

ABSTRACT

Adolescence is a period of transition from childhood to adulthood. This stage is characterized by rapid growth in physical, mental, social and emotional aspects of individuals. Emotional and behavioral problems during adolescence are a common concern for parents and teachers. The present study aimed to find out the behavioral problems of adolescents based on gender and level of schooling. The study was conducted on the sample of 400 adolescents studying in various schools in kanniyakumari district. The behavioral problems of adolescents were measured using a rating scale. The reliability of the rating scale was found to be 0.95. Percentage analysis, t test and ANOVA followed by scheffe's procedure were the important statistical techniques used to analyse the data. The findings of the study revealed that male adolescents possess more behavioral problems than female adolescents and also middle school students possess more behavioral problem than high school and higher secondary school adolescents. The finding of the study highlighted the need for counseling in order to solve the problems of the adolescents.

INTRODUCTION

Human life completes its journey through various stages and one of the most vital stages is adolescence. Adolescence is the period of transition from childhood to adulthood and plays a decisive role in the formation of pro-social/ antisocial adult. WHO defined adolescents as people within the age group of 10-19 years. It is the period of heightened emotions. Stanly hall (1952) calls this as the period of stress and strain, storm and strife. In India adolescents do most of the work themselves but the final decision regarding various domains of life is taken by the parents (Ismail Thamarasseri).

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is a time for developing independence. As adolescents are much more independent they are often out of the direct physical control of adults. In these circumstances, adolescents' behavior is determined by their own moral and behavioral code. Behavioral problems of the adolescents may create problems in the classroom as well as in the family and the society. The nature of

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the school, type of the school, locale of the school and medium of instruction has significantly contributed the behavioral problems in early adolescents. Kafle, Mashreky, kafle, Rimal Sapkota and Pokhrel (2019) revealed that adolescents without parents were found positively associated with behavioral disorders. Parental care is found to be essential to reduce the behavioral problems among children. Eshart (2015) found that healthy family environment like effective monitoring behavioral control, cohesion, support, affective involvement, positive communication and feeling expression were vital for positive outcome in an adolescents. Whereas unhealthy family environment like physical and verbal conflict negative communication, disengagement rejection, harsh discipline are likely to be associated with behavioral problems in adolescents. Parents, who encourage the adolescents to participate in family matters, value their opinion and take more interest in their activities, have children with more confidants.

The behavioral problems affect not only the problem making child, but also their classmates, teachers and parents. Behavioral problem hinder the socialization process of the students. Problems in the adolescent stage affect their habits that create problems in the society. If we are able to guide the students in this stage in the right path, we can produce good citizens.

OBJECTIVES OF THE STUDY

1. To study the level of behavioral problems of adolescents.

2. To compare the mean scores of behavioral problems of adolescents based on gender and level of schooling.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in the mean scores of behavioral problems of male and female adolescents.
2. There exists no significant difference in the mean scores of behavioral problems of middle, high and higher secondary level adolescents.

METHODOLOGY IN BRIEF

Method adopted

Normative survey method was adopted for the present study.

Sample used

The study was conducted on a sample of 400 adolescents studying in various schools of kanyakumarai district. Simple random sampling technique was adopted for collection of data.

Tool used

The tool used for the study is behavioral problem rating scale constructed by Uma and Sreelatha (2008). The scale consisted of 75 items with both positive and negative. Each statement is followed by response namely Always/ Sometimes/ Never. The reliability of the scale was 0.95.

Statistical techniques used

Percentage analysis, t test, ANOVA followed by scheffe's procedure were adopted to analyse the data.

RESULT AND DISCUSSION

Table -1

Percentage wise distribution of different levels of behavioural problems

S.No	Behavioural problems	Count	Percentage
1.	Low	29	7.25
2.	Moderate	331	82.75
3.	High	40	10.00
Total		400	100

From the table -1, it is clear that 7.25% of adolescents have low level of behavioral problems, 82.75% of the adolescents have moderate level of behavioural problems and

10% of them have high level of behavioral problems. Hence behavioral problems of the adolescents in kanniyakumari district are found at moderate level.

Table - 2

Gender wise comparison of behavioral problems of adolescent students

Gender	Mean	SD	N	T	P	Remarks
Male	27.20	18.99	243	9.38	0.000	Sig.at
Female	14.19	8.30	157			0.01 level

From the above table-2 it is clear that $t=9.38$ $p<0.01$, and is significant at 0.01 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of behavioral problems of male and

female adolescent students” is rejected. The behavioural problems of male and female adolescent students differ statistically with respect to gender. Male students possessed more behavioural problems than female adolescents.

Table - 3

Comparison of behavioural problems of adolescents based on their level of schooling

Class	Mean	SD	Source	Sum of squares	df	Mean Square	F	P	Remarks
Middle school	24.71	16.4	Between group	2199.2	2	1099.61	3.90	0.021	Sig.at 0.05 level
High school	22.48	16.15	With in group	111957.17	397	282.01			
Higher Secondary	19.02	17.79	Total	114156	399				

From the above table -3 it is clear that $p < 0.01$, and is significant at 0.05 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of behavioral problems of adolescents based on level of schooling” is rejected. Therefore there existed significant difference among middle school,

high school and higher secondary school adolescents in their behavioural problems. The result does not help to identify exactly the pair of groups which differ significantly. Hence scheffe’s multiple comparison tests is used for further analysis.

Table - 4
Results of scheffe’s procedure for the various classes

Class	N	Mean	SD	Pair	P (Scheffe)	Remark
Middle School	136	24.71	16.4	A Vs B	0.554	NS
High school	132	22.48	16.15	B Vs C	0.248	NS
Higher Secondary	132	19.02	17.79	A Vs C	0.22	Sig at 0.05 level

The result shows that there exists significant difference in the mean scores of behavioural problems of middle school and higher secondary adolescents. The other pair

middle school and high school adolescents and high school and higher secondary adolescents do not differ in their behavioural problem.

FINDINGS OF THE STUDY

Following were the findings of the present investigation.

1. The behavioural problems of adolescent students is at moderate level.
2. There exists significant difference in the mean scores of behavioural problems of male and female adolescents. Male students possess more behavioural problem than female adolescents.
3. There exists significant difference in the mean scores of behavioural problems of middle, high and higher secondary

adolescent students. Middle school students showed more behavioural problems than high school and higher secondary level adolescents.

CONCLUSION

The findings of this study help to create awareness among teachers about the behavioural problems exhibited by adolescents. The teachers and the school authorities should take proper measures to overcome the behavioural problems and give proper guidance. In this study male adolescents

exhibited more behavioural problems than female adolescents. So special attention should be given to male adolescents and they should be provided opportunities to express their deviant behaviours in a more socially acceptable manner. The teachers should identify the problematic adolescents and suggest remedies to overcome their behavioral problems. Effective counseling centers should be organised inside the school campus so that students could be given counseling to resolve their behavioural problems.

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