About the Journal

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DECLARATION

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Editorial

EDITORIAL

Education is the systematic process of improving and enhancing the hidden skills of an individual. It plays an important role in our lives to build our personality, career, and mental growth. Education is the best tool for facing any up and down situation throughout one's life. We can not only improve our personal life by education but also bring an amazing positive change in our society or nation. Research plays a major role in the development of a nation. Since education is the leading factor that facilitates development, educational research is of paramount importance. Enhancing the quality of educational process is based on the research carried out on various aspects of education. Research in education needs special care in the present era where the outcome of education emphasizes quantity rather than quality.

The current issue of Avila Journal of Educational Research presents ten articles. The first article investigates the attitude of parents of persons with intellectual disability towards rehabilitation programmes. The second one deals with implications of self-directed learning in classroom context. The next paper discusses the relevance of Advaita principles in physics learning. The fourth article explores the relationship between emotional intelligence and teacher effectiveness of primary school teachers. The fifth article reports the findings of a comparative study on life skills among higher secondary school students of Kerala. Relationship between self efficacy and prosocial behaviour among secondary school students is the theme of the next article. The next paper is a discussion on emotional intelligence of prospective teachers. The eighth article throws light on the difficulties faced by teachers in educating mentally challenged children in inclusive settings. Emotional adjustment and academic achievement of hearing impaired students at upper primary level is studied in the next paper. The last paper is an attempt to analyse the relationship between examination anxiety and emotional competence of adolescent students.

The purpose of this Journal is to bring out research articles on the most relevant issues in various aspects of education. Through this seventh issue we continue our sincere attempt for the realization of this objective. Let me express gratitude to all those who have contributed for the success of this Journal. We are looking forward to the constant support, cooperation, and feedback of our esteemed readers and contributors.

The Editorial Board is also happy to inform that Avila Journal of Educational Research will be a Peer Reviewed Journal from Vol. VII December 2018 onwards.

CHIEF EDITOR

ATTITUDE OF PARENTS OF PERSONS WITH INTELLECTUAL DISABILITY TOWARDS REHABILITATION PROGRAMMES

P. S. Sukumaran and Shimmy Rosy P. A.

Abstract

Present study examines the attitude of parents of persons with intellectual disability towards rehabilitation programmes. A sample consisting of 154 parents of persons with intellectual disability was randomly selected for the study. Attitude scale for parents towards rehabilitation was used for the collection of data. Data were analysed using 't' test and ANOVA. The results indicate that the attitude of the parents of persons with intellectual disability towards the rehabilitation programme is neutral. The findings of the study suggest the need for various programmes for creating awareness on rehabilitation and to create more positive attitude towards rehabilitation.

Introduction

Intellectual disability is just not a medical condition. It is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. The disability originates before the age of 18 (American Association on Mental Retardation, 2002). The lives of persons with disabilities are made difficult not so much by their own impairments, but by the way the society interprets and reacts to disability. Disability segregates and habitually isolates the persons from their own community. They are not considered as a part of main stream life. It is not generally recognized or accepted that disabled people have equal rights as other citizens of the country and should have access to equal opportunities like others. As compared to children of same age, the child with intellectual disability has significant developmental hindrance and lags behind in cognitive, language, social, vocational and motor functions.

Persons with disability means persons with long term physical, mental, intellectual, or sensory impairment which, in interaction with barriers, hinders his full and effective participation in society equally with others (RPWD Act, 2016). During 2012–2013, Government of Kerala appointed a commission to study the problems and needs of persons with intellectual disability. After a comprehensive study regarding the problems faced by the intellectually disabled a report was submitted. Along with this, 169 recommendations in relation to the roles and

responsibilities of various departments under the government were also made. From this 110 recommendations have been implemented successfully and the rest of them are in the initial stage of implementation. As a result of this, the Kerala society actively discussed issues related to the rehabilitation of persons with intellectual disability (Jayaraj, 2013).

The issues regarding disabled children are different in developed and developing countries. In India, a majority of the disabled resides in rural areas where accessibility, availability, and utilization of rehabilitation services and its cost-effectiveness are the most important issues to be considered. Research on disability, suitable intervention strategies and their implementation to the present situation in India is a big challenge. Until the middle of the 20th century, people with intellectual disability were routinely excluded from public assertion, or educated away from students who are in the main stream or included in regular class rooms. As adults, they may live independently, with family members or in different types of institutions organised to support people with intellectual disability. About 8% of disabled people currently live in an institution or a group home. Intellectual disability is not simply a psychological or medical problem but also an important social, psychological and educational problem. The problem of intellectual disability has assumed great significance in the present society. Equalization of opportunities for the persons with disabilities can only be achieved if the communities within which they live are made aware of realities and challenges that come in the wake of different disabilities. In the Indian context this becomes a greater necessity due to the urban centric availability of facilities and also due to the scarcity of resources to meet requirements. More than 70% of our populace live in villages, and it is villages where we lack the facilities that are badly required to supply the base minimum needs of persons with disabilities (Singh & Dash, 2005).

Need and Significance of the Study

There are hundred million individuals with permanent disabilities in the world. Their exact number is unidentified. But the inadequacy of current services to meet the needs is clear. In developing countries, even the most basic services and equipments are lacking. In developed countries, people with disabilities may benefit from medical and educational services yet they lack opportunities to work with or join in community life. Approximately three decades have passed since the concept of rehabilitation was presented as a strategy for improving the lives of

persons with disabilities. But despite the progress made in the past three decades there are still millions of persons with disabilities not having the basic rehabilitation services and are not participating equally in school, work, or social activities. According to the world disability report 2011, about 15% of the population in the world has disability and with them 2 – 4 % is suffering from severe disabilities (WHO, 2011). In India, as per the National Census 2011 the disabled population is 2.1%, which is 2,68,10557 of the total population. The planning commission of India in the 11th Five year plan estimates that 5-6% of the population has disabilities. In Kerala, according to the census 2011, the person with disability is around 7, 61,843 (Male – 51.81% & Female – 48.19%) (Census, 2011). In the year 2015, Social Justice Department, Government of Kerala did a state wide disability census. All over India, Kerala has been the first state which initiated a complete census of disabled population of Kerala. According to this criteria, there are about 7, 91,998 disabled persons in Kerala which constitutes 2.2 per cent of the state's total population. The report shows that an estimate of 9.87 lakhs households in Kerala has disabled people, which constitute 11.01 per cent of the total number of people dwelling in the state. According to this census there are around 57964 (8%) people living with some form of disability in Alappuzha (Census, 2011). People are widely spread out in the villages of Alappuzha district and many families have persons with intellectual disability. Some families have couple of persons with intellectual disability. The persons with intellectual disability do not get enough care and education because most of them are poor and illiterate. Financial burden on parents are very high. They are facing transportation problems to reach special schools. People cannot easily receive services from the professionals. Some families do not attend rehabilitation programme regularly. They are working for daily wages.

Review of related literature does not provide adequate reports on the parental attitude towards rehabilitation programmes of intellectually disabled. It is important to know that how the parents of persons with intellectual disabilities perceive the activities of rehabilitation programme. Almost no research has been conducted on the attitude of parents of persons with intellectual disability towards rehabilitation programme. So the investigator selected this topic to find out their attitude towards rehabilitation programme.

Hypotheses of the Study

1. There will be no significant difference in the attitude of parents of persons with intellectual disability towards rehabilitation with respect to gender.
2. There will be no significant difference in the attitude of parents of persons with intellectual disability towards rehabilitation with respect to age.

Objective of the Study

1. To study the attitude of parents of persons with intellectual disability towards rehabilitation programme.
2. To compare the attitude of parents of persons with intellectual disability towards rehabilitation with respect to gender
3. To compare the attitude of parents of persons with intellectual disability towards rehabilitation with respect to age

Methodology in Brief

Descriptive method was the research design adopted for this study. The population composed of parents of persons with intellectual disability attending rehabilitation programme in Alappuzha district. The sample of the study consisted of 154 parents of persons with intellectual disability. An attitude scale developed by the investigator is used for the collection of data. The data thus obtained were tabulated and analysed using appropriate statistical techniques.

Analysis and Interpretation of Data

Table 1
Descriptive statistics of total parental attitude scores
towards rehabilitation programme (N-154)

Sl. No	Measures	Values
1	Mean	117.58
2	Median	113.50
3	Mode	110
4	SD	32.94
5	Skewness	0.03
6	Kurtosis	-0.69
7	Obtained minimum	44
8	Obtained maximum	182
9	Percentage of mean value	61.24

From the table 1, it is seen that the arithmetic mean, median, mode, standard deviation, skewness and kurtosis are, 117.58, 113.50, 110, 32.94, 0.03 and -0.69 respectively.

Here the mean (117.58) is slightly greater than the median (113.50), which is greater than the mode (110). Therefore it can be said that the distribution of attitude scores is slightly positively skewed. The obtained value of skewness supports this. The value of coefficient of skewness (0.03) indicates that there is a tendency of the scores to cluster towards the lower (left) end of the scale. Since the value of coefficient of kurtosis (-0.69) is slightly less than 0.263 (coefficient of kurtosis of the normal curve), the distribution is leptokurtic in nature. The obtained coefficient of skewness is 0.03 and that of kurtosis is -0.69 which are very small values. The obtained minimum value is 44.00 and maximum value is 182.00. The relatively small value of standard deviation shows that the scores are not widely spread. All values lie in the range of scores of neutral attitude. The percentage of mean value which was calculated by dividing the obtained mean by the maximum possible score and multiplied by 100, was found to be 61.24. Hence, it can be concluded that in general parents of persons with intellectual disability have a neutral attitude towards rehabilitation programme.

Table 2

Frequencies and percentages of parents with respect to their level of attitude towards rehabilitation of persons with intellectual disability

Sl. No.	Attitude	N	%
1	Unfavourable (0-83)	23	14.94
2	Neutral (84-150)	102	66.23
3	Favourable (151-192)	29	18.83
	Total	154	100.00

Table 2 shows that 14.94% of the sample has unfavourable attitude, 18.83% has favourable attitude and 66.23% has neutral attitude towards rehabilitation programme. A close observation of the percentage values reveals that majority of the parents have either neutral or unfavourable attitude towards rehabilitation of their children with intellectual disability.

Table 3

Mean values, standard deviations, and 't' value of total attitude scores of parents with respect to gender of persons with intellectual disability

Gender	N	Mean	SD	't'	p
Male	83	123.54	32.16	2.469	0.015
Female	71	110.61	32.16		

The table 3 shows that the obtained 't' value for the two groups is significant. This means that the parents differ in their attitude towards rehabilitation programme with respect to sex of their children with intellectual disability. The mean values indicate that parents of male individuals have significantly more attitude than that of the parents of female individuals.

Table 4

Mean values and standard deviations of total attitude scores of parents with respect to age of persons with intellectual disability

Age (in years)	N	Mean	SD
up to 5	16	121.12	34.14
6- to 10	24	120.12	37.30
11 to 15	25	130.64	35.58
16 to 20	24	112.96	37.97
21 to 25	24	111.67	29.35
Above 25	41	112.90	26.07

Table 4 shows the mean values and standard deviations of parental attitude scores with respect to the age of their children with intellectual disability. It can be seen that majority of the sample of persons with intellectual disability studied belongs to the above 25 group.

Table 5
Summary of ANOVA of attitude scores of parents with
respect to age of their children with intellectual disability

Source of Variation	Sum of Squares	Df	Mean square	F ratio	p value
Between groups	6869.53	5	1373.91	1.23	0.277
Within groups	159174.03	148	1075.50		
Total	166043.56	153			

Table 5 shows that the 'F'-ratio for parental attitude scores with respect to the age of children with intellectual disability is not significant either at .01 level or at .05 level. So it can be concluded that age of children is not a significant factor in deciding the attitude of their parents towards rehabilitation programme.

Conclusion

This piece of research was designed to identify the attitude of parents towards the rehabilitation of individuals with intellectual disability. The findings revealed that majority of parents of persons with intellectual disability have either neutral or unfavourable attitude towards rehabilitation. This neutral attitude should be perceived as their lack of faith in the scope of rehabilitation. The study proves that parents of male individuals have significantly more attitude than that of the parents of female individuals. It is found that age of children is not a significant factor in deciding the attitude of their parents towards rehabilitation programme. Eventhough the literature and theories promise a lot on the rehabilitation of individuals with intellectual disability, there is not much evidences of successful practice of rehabilitation in our society.

A whole hearted effort from the part of special educators, vocational specialist, parents related government departments and other professionals is essential for the establishment of successful rehabilitation centres. Such movements will create more awareness, attitude and confidence among the parents which in turn will result in better training and placement of individuals with intellectual disability.

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DEVELOPING SELF-DIRECTED LEARNING IN CLASSROOM CONTEXT

Elizabeth Kuruvilla

Abstract

The present article attempts to give a conceptual understanding of self-directed learning. Self-directed learning is a type of learning in which learners are given freedom to work on their own problems and at the same time providing learning support to their problems. In this article the origin of self-directed learning is traced out. Having established with the concept of self-directed learning and its related terms, this article takes the reader to find out how organization of self-directed learning could take place in classroom contexts. Various methods and approaches that could be used for self-learning are discussed here. The role of teacher in guiding students in self learning process is also elaborated.

Introduction

The etymological meaning of education means to bring out innate capacities of a child instead of filling the mind from outside. While looking into the child-centered education propounded by Rousseau and John Dewey, one may understand that education should be carried out in harmony with the development of child's natural capacities by a process of autonomous discovery. For drawing out the innate abilities, self learning is essential. The new approach of constructivism emphasizes construction of knowledge by children which is a part of self learning. Self learning will not take place in vacuum situation; proper resources are needed to provide for the learners. This article aims to explain the meaning of self-directed learning and how it could be developed in a classroom. The first section commences with the origin and similar terms used for self – directed learning. Having established the concept of self-directed learning and its related terms, this article will then take the reader to find out how organization of self-directed learning could take place in classroom contexts. This article comes to an end by elaborating the role of teacher in guiding students in self learning process.

Self-Directed Learning

Before getting familiarity with various ways for self-directed learning, it is necessary to understand the meaning of self-directed learning. Self learning has its roots in classical antiquity. Greek philosophers such as Socrates, Plato, and Aristotle stressed the importance of self learning. Modern philosophers like Rousseau and John Dewey in their writings focused on self-directed learning to bring out the innate capacities. Many related concepts of self-directed learning are used in similar ways such as self-paced learning, independent learning, self learning, self-planned learning, self-education, self-teaching, autonomous learning and independent study. Though the terms differ slightly, in all these terms one could see the emphasis of self in initiating learning process. Before pondering on the circumstances that lead to the importance of self-directed learning, let us have a look at the meaning of self-directed learning. In simple terms, we can define self-directed learning as learning done by an individual on his/her own with less assistance of an instructor. It is a type of learning in which learners are given freedom to work on their own problems at the same time providing learning support in context to their problems. Self-directed learning consists of the following:

- Students are taking increasing responsibility for identifying their own learning needs

- learning their own pace

- less supervision by the teacher

- searching for relevant information

- applying ways to solve their own difficulties and

- self assessment

In self- directed learning, the learner takes responsibility for their learning by selecting the content, resources, pace, place and activities of their learning. It does not mean learning without any help. Self learners learn under the supervision of a coach. One of the misconception about self-directed learning is that learners learn in complete isolation from others while in fact the core idea behind self learning is that learning is driven by intrinsic motivational factors stemming from the learners own desire to learn and drive his/her learning

experience beginning with recognizing a need to learn. This reflects that we learn for ourselves and not for others.

Importance of Self-Directed Learning

In the 21st century, self- learning is an essential skill. With the introduction of Information and Communication Technology in educational field, students have become interested in learning through browsing the various websites. This learning approach enhances the motivation of students to learn as they are the makers of their own knowledge. Besides, they also experience a sense of independence while learning. This process keeps them engaged in the forms of acquiring knowledge on their own, and applies it along with their skills to find solutions to their problems. Selflearning can be supported through scaffold instructions. Scaffolds are supporting elements which aid learners in developing knowledge and skills. The support can be given in the form of providing explanations about concepts with illustrations, inviting learners to participate in a task in which the instructor acts more like a guide, and later on withdrawing instructor support to pave way for learner independence. As per NCFTE (2010), teacher's role is to facilitate student's effort to construct knowledge. One of the most recent trends in education is that the classroom environment is designed according to the students' individual needs, goals and interests. This necessitated the idea of self-directed learning where students are motivated to identify their own research questions and knowledge regarding the area. As a form of inquiry learning, students in today's classrooms are being provided with more opportunity to experience with knowledge.

Skills for self-directed learning

Self – learning is revolving around three following major conceptualizations:

1. **Independent learner** in the sense of sole learner who decides about goals, contents, time, study skills etc.
2. **Distance learner** in terms of geographical distance between the learner and tutor. The distance learner is also constrained by a curriculum framed by others to a certain degree.
3. **Psychological independence** in the sense of control exercise by the learner in his/her learning process. Here control means whether the learner exercises active or passive control in learning process.

Among the three conceptualizations, the third conceptualization is mostly suited with a self- learner. Effective self-directed learners are characterized by two psychological attributes- (i) personality and (ii) cognition. Among these psychological attributes much discussion may not be needed with personality traits as one might have familiarity with these attributes. Let us discuss about cognitive attributes in detail in the forthcoming paragraph.

Goal setting skills: Sometimes one might have confused in deciding most important thing to be done at a particular stage. Such learners may have limited observational skills that inhibit their ability to decide what is important in their learning environment. Therefore, some effort is often required to develop goal-setting skills to become a successful self-directed learner.

Processing Skills: Though reading skill is essential, other skills which increased information processing are observing, seeing and translating and listening to aural information. A self learner might have realized the importance of how to process the available information according to his/her understandings.

Executive Skills: Being a self- learner, one might be focusing on gathering information, monitor their processing and other cognitive activities. While reading the self-directed learning material, one may know when to cease and take time to reflect upon it. A change in behaviour may be called for and one may adopt a different procedure such as note taking, drawing schemata, etc., to sharpen the information and to stay on task. Executive skills comprise of the following:

- Pre-task monitoring
- Using a strategy for gathering and using information
- Information gathering
- Personal cognitive processes
- Self-monitoring
- Reflection
- Assimilating

Decision-making Skills: From an array of information, the self directed learner must develop the ability to identify, select, interpret and evaluate information obtained through the processing skills. If one lacks this skill, s/he may unlikely to be self-directed learners.

Self-awareness: If a person is aware about her/his 'self', it enables her/him to be aware of learning processes, weaknesses and strengths, power of concentration, distracting elements in the environment. In short one may attain a realistic perception of one's ability to achieve learning goal.

Self-evaluation: In order to develop self-evaluation skills, one can increase meta cognitive skills, i.e. the ability to reflect and evaluate your own learning. Therefore, to become successful self-directed learners, one must learn to assess what the learning requires, evaluate one's own knowledge and skills, then decide approach and adjust strategies as needed.

The preceding paragraphs familiarized with the skills essential for independent learner. In the next section we will ponder over the aspect of how a teacher could organize self-directed learning in classroom.

Organization of Self-Directed Learning in the Classroom

The self-learning techniques help teachers to make students to learn on their own. In other words, it can be called as 'resource-based learning'. Resource-based learning encompasses a wide range of means by which students are able to learn independently through the resources provided by the tutor. A basic problem that faced by the teachers in classroom is to tune instruction to meet the needs of individual students. Secondary schools today represent a classroom with multiple diversities. Instruction focus to a class average may reach some of the learners, but it will not satisfy all. Recent trends towards the inclusion of students with special needs further widens the range of needs present in a regular classroom setting. If teachers want to personalize their teaching, they have to organize approaches that suits to self- directed learning. The various approaches that can be adopted in a classroom are discussed in the subsequent paragraphs:

Learning Centers

A learning centre is a separate place within the classroom where a student can pursue activities related to a single topic. It provides a self-contained environment for learning all needed information about a particular subject. For example a learning centre focusing on the topic 'The Sepoy Mutiny of 1857' might help students to gather information in any of the following ways:

- Additional information from reference books

- Viewing a video of 1857 revolt

- Listening to a discussion of causes of 1857 revolt on a cassette tape

- Transcript of a lecture on this topic

- Web based resources related with this topic

- Reading themes related to the topic posted on face book

Learning centers may vary in their complexity from a corner of a room to more complex centers that require more space for media equipment. Learning centers can be used for different purposes such as alternate-material center, enrichment center and reinforcement centre.

Role of Teachers in Self-Directed Learning

The role of a teacher in self-directed learning is not passive. As facilitators, they have to ensure that students function well. They have to raise awareness of students in self-directed learning. Students are becoming less dependent upon their tutors in self learning, albeit they need human contact to facilitate their learning. Here lies the importance of a teacher in autonomous learning. Ways in which teachers can be useful are listed below:

- pointing the right direction to get information

- motivating students to sustain in their learning process

- troubleshooting when they enter into problems

- directing them to ask the right question

- providing opportunities for group interaction

- updating them with current developments

- enabling them to apply theory in new situation

- extending help to develop their full potential

Conclusion

Teaching-learning process can be seen in continuum. In this process, the facilitator will take responsibility of the method of teaching while at the other end, students take responsibility of learning. Resources for self learning should be provided by the teacher. In classrooms, teachers could adopt various approaches such as project-based learning, inquiry-based learning, collaborative learning, etc.

that support self learning. Resources for self learning help students to approach a task in multiple ways according to their pace, interest, and motivation.

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RELEVANCE OF ADVAITA PRINCIPLES
IN PHYSICS LEARNING

Mary Joseph and Reshmi R. K.

Abstract

Many young people think that philosophy is an inactive discipline which is concerned only with matters of opinion, whereas science is in the business of discovering facts, delivering proofs, and disseminating objective truths. Furthermore, many believe that scientists can answer philosophical questions, but philosophers have no business weighing in on scientific ones. On the surface modern physics and Vedanta may look very different from each other. One is part of the scientific tradition and the other is a branch in Indian philosophy, some may even call it religion. Science is trying to understand the external nature of universe and Vedanta is trying to understand the universe within. Everyone will agree that there is only one universe; both 'external' and 'internal' are parts of the same universe. If this is true, both must have the same underlying reality. Since an individual is a part of the universe, the underlying reality of oneself must be the same as the underlying reality of the universe outside that means Atman and Brahman. There cannot be two independent realities for the same universe. Both science and Vedanta are looking for the same underlying reality. Both have common ground.

Introduction

Advaita Vedanta is one version of Vedānta. Vedānta is nominally a school of Indian philosophy, although in reality it is a label for any hermeneutics that attempts to provide a consistent interpretation of the philosophy of the Upanishads or, more formally, the canonical summary of the Upanishads, Bādarāyaṇa's Brahma Sūtra. Advaita is often translated as "non-dualism" though it literally means "non-secondness." Although Śaṅkara is regarded as the promoter of Advaita Vedanta as a distinct school of Indian Philosophy, the origins of this school predate Sree Śaṅkaracharyar. The existence of an Advaita tradition is acknowledged by Śaṅkaracharyar in his commentaries. Advaita explains basic universal principle in philosophical outlook as "Brahmam Sathyam Jagath Mithya Jeevo Brahmaiva NaaParah". Means Brahmam only is real and stable. Universe is unreal and unstable. Life in this universe is nothing but the part of Brahmam. Physics also tries to explain universal principles in the form of

force, work, energy, power factors and its derivatives. Further analyzing the factors in Advaita and physics it is possible to correlate pure stable state of energy or field of energy to Brahmam, changing nature of the matter to energy to concept of Mithya. The highest possible power is Brahmam and so on. Advaita simply says nothing is higher and lower, nothing is more or less. Each and every one is same and divine. In the pure stable state in physics we can see that everything is energy and matter also is possible to be converted to energy. The highest and purest state of energy is Brahma or Paramathma. Each living being has on part of this purest energy called Atma /Jeevathma/jeevan. Like a drop in an ocean. a single drop is ocean itself but in its individuality it is called as Atman. Jeevan is the Vital Energy existing in a living being; this vital energy is the one part of universal supreme energy or Parabrahman. Like a tree in the forest both Atman and Brahman are inseparable. By the conservation of energy, total energy is conserved. And this Sum total of energy is called Brahman. Atman is a subset of Brahman. The purity of energy can be considered as the waves in an Ocean. Whether the waves are in high or low both are waves in ocean and Atman is the purest energy in the Individual and the part of Brahnam. So we can say Atman and Brahman are no two entities but one itself. So Advaita is proved by physics.

Relation between Physics and Philosophy

There is awareness that prominent scientists have stated publically that philosophy is irrelevant to science. They know that STEM (Science, Technology, Engineering and Mathematics) education is of greater importance than anything that the humanities have to offer. Some of the subjects that are now labeled 'science' once fell under different headings. Physics, the most precise of the sciences, was once the preview of 'natural philosophy'. Music was once at home in the faculty of mathematics. The scope of science has both narrowed and broadened, depending on the time and space and cultural contexts where it was practiced. Another reason has to do with concrete results. Science solves real-world problems. It gives us technology: things that we can touch, see and use. Philosophy doesn't have any tangibles to show. But, to the contrary, philosophical tangibles are many: Albert Einstein's philosophical thought experiments made Cassini possible. Aristotle's logic is the basis for computer science, which gave us laptops and smart phones. Philosophers' work on the mind-body problem set the stage for the emergence of neuropsychology and

therefore brain-imagining technology. Philosophy has always been quietly at work in the background of science.

Relation between Physics and Advaita

The goal is the same, but the approach of science and Vedanta are quite different. Science started out by looking at all the objects 'out there' in the universe, how they function, what they are made of. As scientific understanding improved, scientists wanted to learn more about these objects and to understand the building blocks of the universe. They started looking inwards from molecules, and then into atoms, into sub-atomic particles, into quarks, and strings; they are now looking for the unifying force which is the building block of the universe. Science now realizes that there is a unifying force, 'The Theory of Everything' or a Singularity which is the underlying reality of the universe. What could this be? This is where science or quantum physics has reached a stumbling block, Vedanta takes a different approach, it started looking 'in here' and the ancient Rishis found that the single unifying force is within them. They understood that this single unifying force is also the underlying reality of the universe. Based on this, they posit that this single reality is then divided into an infinite number of diverse objects and this is the physical universe we see. Basically Science started from 'out there' and then moved inwards to find the underlying reality. Vedanta started from 'in here' and then moved outwards to understand the universe. The ultimate goal for both of them is the same. Physics, which is an important part of science, can be divided into 2 distinct divisions or phases: Classical Physics and Modern Physics. Classical physics started with Newton, who made many different discoveries and formulated many different laws, which are relevant even today. Newton's laws did not focus on atomic level objects but on macro objects we can see around us. Based on these laws, people believed that the universe was a giant machine, where one can easily predict the motion of the planets and the objects therein. This way they knew exactly what was happening in this universe and in some way could even predict all the future movements of celestial bodies. Physicists thought they knew everything in the universe and there was nothing new to discover.

In the 20th century, things took a dramatic turn. As physicists started exploring atomic level particles, they found that none of the classical laws were applicable to these particles. Classical physics became outdated at the atomic and sub-atomic levels. To understand and explain the happenings in the realm of the

sub-atomic, modern physics was born. As we shall see in the coming section, sub- atomic particles behave in unpredictable ways. Modern physics is trying its best to provide a proper explanation which is rooted in science and supported by experiments. Sometimes, a particle is a 'wave' and at some other times it is a 'particle'. This is called the Dual Nature of the matter and both matter and energy is inter-convertible by mass energy equation. This discovery marked the starting point of Quantum Physics. Modern physics has explored this contradiction over the past century. Many questions have been successfully answered, but with every answer new questions come up. And so the search for answers doesn't seem to end. Some of the questions cannot and will not be answered by science, because they are outside the scope of science. Both physical and metaphysical concepts should face the reality to gain a clear picture, science alone cannot go by the measurable techniques but some logical analysis reaches a common point of physics and philosophy clearly physics and Advaita. By these two aspects of explaining the nature of universe, so is the relation between Advaita and physics. If both are real regarding the universe, one is equal to the other. It is possible to equate physics and Advaita. Advaita principles are able to prove through physics laws and principles. Both are inferential to each other. Physics tries to explain things in scientific way and Advaita gives the philosophical explanation. The investigator tried to approach the basic physics concepts like force, work, energy, PE, KE, conservation of energy, power etc in terms of basic Advaita principles. By doing the elemental analysis it can be seen that there is a deep relationship between physics and Advaita. It is high time to change the presentation of science topics in flavor of cultural, moral and philosophical outlook, which will make them think like good human beings who 'respect themselves and others equally'. The child should be developed to a universal personality by acquiring sufficient universal values through education. Since learning is the modification of behaviour, the learning of Advaita principles may help them to be a universal personality.

There is one more reason for selecting Advaita principles and physics particularly. Students must be aware of the cultural heritage of the places they live. At least the students must be aware of the eminent Social Reformer of the 8th century who proclaimed 'All are equal and the part of Divine Power'. It is the era of technical extremism, where the scientific knowledge is used for destructive purposes. It is high time to create a secular outlook along with scientific knowledge for the betterment of this world. Since Advaita proclaims the

universal equality principle that declares all are equal, without any correlation with any particular religion, it creates self respect and mutual respect. It is possible to connect the basic technical and scientific topics like force, work and power etc with Advaita and it gives a new dimensional awareness among students which makes them a very socially acceptable universal personality. The relevance of connecting physics and Advaita in learning has the following implications in the modern technological era.

1. The dryness and toughness of the subject can be removed**:** By teaching physics with real life philosophy, which helps the students to face life in more confident and positive mindset. Considering all these aspects, it is possible to incorporate Advaita with physics along with latest method of teaching.

2. A Multi-dimensional thinking is possible by learning physics through Advaita**:** The Advaita concepts give more clear explanation of the physics concepts and physics concepts give more scientific proof for the Advaita concept. Physics getting the flavor of philosophy and philosophy getting more solidarity through physics.

3. It is very effective for inculcating democratic values like secularism, democracy and socialism**:** Since Advaita concept is not at all a religious concept but declaration of the universal equality principle, it declare every living being is a part God, and equally respectable which leads to reduce the extremist tendencies in the young generation.

4. The pioneer educational institutions like University of Oxford, Leeds University, UK, and Harward University, USA conduct graduate and post graduate courses under Physics and Philosophy Departments. Such an interdisciplinary approach always leads to a holistic approach.

5. Many papers are published regarding Vedanta and Advaita in European Universities, but not enough awareness about accurate Indian Philosophy and Vedanta in Ernakulam district, even though the Great Saint Sri Shankaracharya was born in Kalady, Ernakulam district. So this study will increase the cultural education regarding the place.

6. The unintended consequence is that students often come away from their classes without being aware that philosophical questions are relevant to scientific theory and practice.

Conclusion

Our scientists should continue to teach the fundamentals of science, but they can help by making obvious to their students that science brims with important conceptual, interpretative, methodological, and ethical issues that philosophers are uniquely situated to address and that far from being irrelevant to science, philosophical matters lie at its heart. Advaita is very relevant to the present era because it is beyond religion and Advaita upholds spirituality in everything and everyone. It teaches concept of self-respect, mutual respect and universal brotherhood. Advaita is universal equality principle. In broader sense, Physics is the study of Universe. Anything that comes under this physical world is the matter of learning in Physics. The laws of Physics always try to explain Universal laws. While thinking about Advaita, it can be seen that Advaita principles also explain the basic ruling principle of this universe, Such as, that is the real nature of Universe, the ruling principle for action and reaction, the changes are happening around us etc.

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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

Varghese P. Peter

Abstract

The purpose of the present study was to find out the relationship between emotional intelligence and teacher effectiveness of primary school teachers. Normative survey method was adopted in the conduct of the present study. Multistage stratified random sampling technique was employed for the selection of the sample. Thus the sample included teachers who belonged to 150 schools randomly selected from all districts in Kerala. The sample consisted of 756 primary school teachers. In order to assess the emotional intelligence, the investigator made use of an Emotional Intelligence Inventory prepared and standardised by Thomas and Sushama (2003). To quantify the teacher effectiveness, the Kulsum Teacher Effectiveness Scale (2000) was employed. For analysing the data, appropriate descriptive and inferential statistical procedures were employed.

Introduction

Primary education is the most important pathway in one's journey towards the world of knowledge and education. Therefore an effective primary education system is highly necessitated in a country like India which gives prime importance to education in its progress. One of the major facets of primary education system is the teacher who occupies the pivotal position. Without quality teachers, it is impossible to impart effective education. The curriculum, instructional devices and other facilities are secondary to teacher in the learning process. Children are entrusted to the care of the teacher and it is therefore the sacred duty of the teacher to impart the right type of education and to make them good citizens. It is the teacher who impresses his/her pupils with his/her personality.

The success of instruction is envisaged on the effectiveness of teacher which is reflected from students' feedback. Various teacher characteristics, especially emotional intelligence is highly decisive in providing effective education. Emotional intelligence is the ability to accurately identify and

understand one's own emotional reactions and those of others, consisting of the ability to control one's emotions, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. Teachers possessing high degree of emotional intelligence can identify, understand, and behave effectively with the pupil and achieve acceptable rates of student growth. Teachers are the most important resource in education reconstruction. Teaching effectiveness is the extent to which the teaching activity fulfils its intended purpose, function, and goals. Teachers are considered as professional personnel involved in direct student instruction involving planning, organising and conducting group activities whereby students' knowledge, skills and attitudes develop as stipulated by educational programmes. Emotional competence and social competence are widely recognised as important components for educational achievement and for lifelong learning.

Teachers are role models for students on how to regulate emotion appropriately in the classroom. It is important to consider ways to integrate emotional intelligence skills into each student for increased success. With students developing emotional intelligence skills more effectively, this would also help to create a society that is more caring, supportive, and successful. Emotionally intelligent teacher definitely influences the pupil both in academic and personal field. Daniel Goleman has rightly remarked that the opportunity for shaping the components of emotional intelligence is in the earliest years. The emotional abilities, children acquire in the later life build on those of the earliest years (Goleman, 1995). Emotionally intelligent teacher thus impresses the child in the early period of study and achieves desired effects upon students. Teachers have great potential to influence directly or indirectly to the betterment of their pupil's education. Effective Teacher means a teacher whose students achieve acceptable rates of student growth. Teacher effectiveness is a matter of the degree to which a teacher achieves desired effects upon students. The pupils get strong messages about emotional competence from teachers and their daily lives. An emotionally intelligent teacher reinforces emotional skills to the pupils. Such teachers will be approachable for the pupils. Consequently the pupils develop positive attitude towards these teachers. The foregoing discussions obviously portray the relevance and importance of emotional intelligence in bringing out effectiveness in instruction. Hence the study focuses on the relationship between emotional intelligence and effectiveness of primary school teachers.

Hypotheses of the Study

1. There is significant relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State.

2. There is significant relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State.

Objectives of the Study

1. To find out the relationship between emotional intelligence and teacher effectiveness of primary school teachers in Kerala State.

2. To find out the relationship between different components of emotional intelligence such as personal efficacy, interpersonal efficacy and intrapersonal efficacy and teacher effectiveness of primary school teachers in Kerala State.

3. To formulate the prediction equation for teacher effectiveness using the best predictors of emotional intelligence.

Methodology in Brief

In the present study normative survey method was adopted. Considering the nature of the study, multistage stratified random sampling technique was employed for the selection of the sample. The sample consisted of 756 teachers from 150 schools randomly selected from all districts in Kerala. To assess the emotional intelligence of primary school teachers, the investigator employed an Emotional Intelligence Inventory prepared and standardised by Thomas and Sushama (2003). The teacher effectiveness of the selected sample was measured by using the Kulsum Teacher Effectiveness Scale (2000). The data were analysed using appropriate statistical procedures such as coefficient of correlation and multiple regression analysis.

Conclusions Based on the Findings of the Study

1.   Relationship between Emotional Intelligence and Teacher Effectiveness of Primary School Teachers

To find out the extent of relationship between emotional intelligence and teacher effectiveness of primary school teachers, the scores of emotional

intelligence (obtained by the Emotional Intelligence Inventory) and the scores of teacher effectiveness (obtained by the Teacher Effectiveness Scale) of a sample of 756 primary school teachers were subjected to Pearson's product-moment correlation test; the confidence interval tells how trustworthy are the obtained correlations. The details are presented in table 1.

Table 1

Coefficient of Correlation, SEr, Confidence Interval, t Value, and Verbal interpretation for the Variables Emotional Intelligence and Teacher Effectiveness

Sample	Number	r	t	SEr	CI	Interpretation
Primary Teachers	756	.671	24.84	.019	(.6194, .7225)	Substantial correlation

The co-efficient of correlation between emotional intelligence and teacher effectiveness for the whole sample is .671; this is higher than the value (.115) set for the significance at .01 level of significance. The obtained t value (24.84) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is significant at .01 level and the confidence interval is (.6194, .7225). The result implies that there exists a significant positive and substantial relationship between emotional intelligence and teacher effectiveness. Higher emotional intelligence of a teacher will influence the teacher effectiveness and vice versa. Since the obtained 'r' is positive, any increase in emotional intelligence may cause a corresponding increase in the teacher effectiveness.

2.   Relationship between Various Factors of Emotional Intelligence and Teacher Effectiveness of Primary School Teachers

2.1   Relationship between the Factor 'Personal Efficacy' of Emotional Intelligence and Teacher Effectiveness

Table 2

Coefficient of Correlation, SEr, Confidence Interval, t Value, and Verbal interpretation for the Variables Personal Efficacy and Teacher Effectiveness

Sample	Number	r	t	SEr	CI	Interpretation
Primary Teachers	756	.667	24.58	.0201	(.6149, .7190)	Substantial correlation

The co-efficient of correlation between personal efficacy and teacher effectiveness is .667 and it is higher than the value .115 set for significance at .01 level. The obtained t value (24.58) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is highly significant at .01level and the confidence interval is (.6149, .7190). The result indicates that there exists a significant substantial relationship between personal efficacy and teacher effectiveness.

2.2 Relationship between the Factor 'Interpersonal Efficacy' of Emotional Intelligence and Teacher Effectiveness

Table 3

Coefficient of Correlation, SEr, Confidence Interval, t Value, and Verbal interpretation for the Variables Interpersonal Efficacy and Teacher Effectiveness

Sample	Number	r	t	SEr	CI	Interpretation
Primary Teachers	756	.661	24.188	.0204	(.6080, .7138)	Substantial correlation

The co-efficient correlation between interpersonal efficacy and teacher effectiveness is .661 and it is higher than the value .115 set for the significance at .01 level. The obtained t value (24.18) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is highly significant at .01 level and the confidence interval is (.6080, .7138). The result implies that there exists a significant substantial relationship between interpersonal efficacy and teacher effectiveness.

2.3 Relationship between the Factor 'Intrapersonal Efficacy' of Emotional Intelligence and Teacher Effectiveness

Table 4

Coefficient of Correlation, SEr, Confidence Interval, t Value, and Verbal interpretation for the Variables Intrapersonal Efficacy and Teacher Effectiveness

Sample	Number	r	t	SEr	CI	Interpretation
Primary Teachers	756	.662	24.243	.0204	(.6092, .7147)	Substantial correlation

The co-efficient correlation between intrapersonal efficacy and teacher effectiveness is .662 and the value exceeds the value .115 set for the significance at .01 level. The obtained t value (24.24) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is highly significant and the confidence interval is (6092, .7147). The result indicates that there exists a significant substantial relationship between intrapersonal efficacy and teacher effectiveness.

3.   Prediction Equation for Teacher Effectiveness Using the Best Predictors of Emotional Intelligence

The criterion variable teacher effectiveness of primary school teachers in Kerala can be predicted using the three correlates of emotional intelligence. That is personal efficacy, intra personal efficacy and inter personal efficacy. From the regression weights calculated, the regression equation for predicting teacher effectiveness can be written as

$$y = 1.929\ x_1 + 0.716\ x_2 + 1.856\ x_3 + 216.09.$$

This equation for predicting teacher effectiveness shows that for every unit increase in x_1, x_2 and x_3, y is increased by 1.929, 0.716 and 1.856 respectively. It may be inferred that improvement of each of the above predictor variables will result effectiveness of primary school teachers. The order of the correlates of emotional intelligence for predicting teacher effectiveness can be written as:

1. Personal efficacy (x_1)

2. Intrapersonal efficacy (x_3)

3. Interpersonal efficacy (x_2)

Suggestions Based on the Study

The following suggestions are put forward based on the findings of the present study.

1. The school syllabi and curriculum should be designed and structured so that the teachers can include elements of emotional intelligence in their instructional process.

2. Include emotional intelligence facilitation programmes for teachers in the regular in-service courses of State Council of Educational Research and

Training (SCERT), and District Institutes of Education and Training (DIETs).

3. Conduct programmes at Block Resource Centres to develop emotional intelligence among school teachers.

4. Steps to be taken to reduce the present teacher-pupil ratio in the schools of Kerala so as to facilitate effective teacher-pupil relationship.

5. Allow time in the school time table exclusively for teacher-pupil interactive sessions.

6. Regular evaluation of teachers based on the feedback of students should be done by the heads of the institutions. This feedback should be communicated to the teachers so as to facilitate their improvement.

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A COMPARATIVE STUDY OF LIFE SKILLS AMONG HIGHER SECONDARY SCHOOL STUDENTS OF KERALA

Priya K. P.

Abstract

The present investigation is an attempt to conduct a study on life skills among higher secondary school students of Kerala. Survey method was used for the present study. The sample consisted of 500 higher secondary school students selected from Trivandrum, Ernakulam, and Kozhikode districts of Kerala. Life skills scale was used for the collection of data. The findings of the study showed that there is significant difference in the mean scores of life skills between boys and girls of higher secondary schools of Kerala.

Introduction

Education is a never ending process of inner growth and development and its period extend from the cradle to grave. It is the process by which the society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education is not merely a means of earning a living, nor is it only a nursery of thought or a school for citizenship. It is the initiation into the life of spirit, a training of human souls in the pursuit of truth and practice of virtue (Dr. S. Radhakrishnan, 1964). So education must provide for the development of the whole personality of the child. The human mind is a garden which can be intelligently developed or allowed to run wild. If no useful seeds are planted, a lot of useless weeds will grow.

Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to adulthood. During this period, children develop the ability to understand abstract ideas, higher mathematical concepts, and develop moral philosophies, including rights and privileges. They establish and maintain satisfying relationship by learning to share intimacy without feeling worried or inhibited. They question the old values without losing their identity. But sometimes they are facing many conflicts resulting in emotional ups and downs. Many of them are not able to handle these situations and thus suffer too much. To handle these day to day situations life skills are very essential.

According to World Health Organization (WHO) life skills are the abilities for adaptive and positive behaviours that enable the individual to deal effectively with the demands and challenges of everyday life. Programmes aimed at developing life skills have lessened violent behaviour, increased the ability to plan ahead and choose effective solutions to problems, improved self image and self awareness, social and emotional adjustments, increased acquisition of knowledge, improved classroom behaviours, gain in self control and sociability, better handling of inter-personal problems, coping with anxiety and improved constructive conflict resolution with peers. In life skills we focus on developing our core characters which help to make a better person, spouse, family member, employee, business owner or manager. Life skills provide tools that help individuals learn how to rebuild and improve their lives. One of the greatest challenges of education is to meet the needs of society. The present day need of our society is not simply to acquire general education, but to increase productivity. Therefore, education should come into closer relationship with productivity. Hence, identifying and nurturing entrepreneurial potential among youth can have long term implications for our economic development. In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. Most individuals do not think of the need for being aware of 'SELF'. And most often, we do not pay attention on understanding our own strengths and weakness and the opportunities available and ahead of us. This sometimes results in low self esteem, inability to handle pressures at work and in personal lives, eventually ending up in Depression.

The investigator realized that schools have a significant role in enhancing life skills. Most of the interpersonal problems faced by adolescence can be overcome by the enhancement of life skills. For this, educational intervention and new venture creation is essential at higher secondary levels, since it is the most suitable age groups to assimilate the concept of life skills. Hence, the investigator proposed to conduct a study on Life skills among higher secondary school students.

Hypotheses of the study

1. There is significant difference in the mean scores of Life skills between boys and girls at higher secondary level with respect to total score and each of the components viz.,
   a) Self awareness
   b) Problem solving
   c) Dealing with stress
   d) Interpersonal relationship
   e) Empathy
   f) Communication skill

2. There is significant difference in the mean scores of Life skills between Science, Commerce, and Humanities students with respect to total score and each of the components viz.,
   a) Self awareness
   b) Problem solving
   c) Dealing with stress
   d) Interpersonal relationship
   e) Empathy
   f) Communication skill

Objectives of the study

1. To compare the mean scores of life skills between boys and girls at higher secondary level with respect to total score and each of the components viz., a) Self awareness b) Problem solving c) Dealing with stress d) Interpersonal relationship e) Empathy f) Communication skill.

2. To compare the mean scores of life skills between Science, Commerce, and Humanities students at higher secondary level with respect to total score and each of the components viz., a) Self awareness b) Problem solving c) Dealing with stress d) Interpersonal relationship e) Empathy f) Communication skill.

Methodology

The present investigation was an attempt to conduct a study Life skills among higher secondary school students of Kerala. Hence, survey method was used to collect data. The investigator adopted stratified sampling technique. The sample of the present study consisted of 500 higher secondary school students

selected from nine higher secondary schools of Trivandrum, Ernakulam, and Kozhikode districts of Kerala. Life skills Scale (prepared and standardized by Nair, 2010) was used to collect data. Statistical techniques such as Mean, Standard Deviation, test of significant difference between means of large independent sample (t- test) and One Way Analysis of Variance (ANOVA) were used to analyse the data.

Analysis and Discussion

1. Comparison of the mean scores of life skills between boys and girls at higher secondary level with respect to total score and each of the components of life skills

Table 1
Mean and standard deviation of life skills scores of higher secondary school students

Variable	N	Mean	Standard Deviation
Life skills	500	171.43	28.88

From table 1 it can be seen that the mean and standard deviation of life skills of higher secondary school students are 171.43 and 28.88 respectively. These values suggest that the group is with an appreciable mean score and is heterogeneous without much variation in Life skills.

To find out the significance of the difference in the mean scores of life skills between boys and girls of higher secondary level with respect to total score and each of the components, t-test was applied. The results are presented in table 2 and table 3 respectively.

Table 2
Comparison of life skills scores of boys and girls at higher secondary level

Group	N	Mean	Standard Deviation	t-value
Boys	172	167.21	30.63	2.30*
Girls	328	173.64	27.71	

* p < .05

Table 2 shows that the mean scores of boys and girls are 167.21 and 173.64 respectively. The calculated t-value 2.30 is greater than 1.96 which is the value required for significance at .05 level. Hence it can be concluded that there is significant difference in the mean scores of life skills of boys and that of girls at higher secondary level. The mean score of girls is greater than that of boys.

Table 3

Comparison of the scores of components of life skills of boys and girls at higher secondary level

Components	Gender	N	Mean	SD	t- value
Self awareness	Boys	172	19.30	4.32	0.24
	Girls	328	19.40	4.18	
Problem solving	Boys	172	19.51	4.52	
	Girls	328	19.84	4.00	0.80
Dealing with stress	Boys	172	18.65	4.64	
	Girls	328	19.60	4.21	2.26*
Interpersonal relationship	Boys	172	19.44	4.23	
	Girls	328	19.98	4.00	1.37
Empathy	Boys	172	18.44	4.63	
	Girls	328	18.88	4.22	1.05
Communication skill	Boys	172	17.97	4.72	
	Girls	328	18.81	4.08	1.98*

* $p < .05$

Comparison with respect to components of life skills of boys and girls of higher secondary level shows that there exist significant difference in the mean scores of components viz., dealing with stress, and communication skills. The t-values obtained for these components are greater than the value required for significance. Dealing with stress (t-value = 2.26, p<.05), communication skill (t-value = 1.98, p<.05). Where as with other components viz., self awareness, problem solving, interpersonal relationship, and empathy, the t-value is less than the value required for significance.

2. Comparison of the mean scores of life skills between Science, Commerce, and Humanities students at higher secondary level with respect to total score and each of the components

Based on the subject of study at higher secondary level, students were classified into Science, Commerce and Humanities groups. Before applying ANOVA the investigator ascertained whether the variables of life skills were normally distributed. The statistical characteristics of variable life skills for the three groups classified on the basis of subject of study are given in table 4.

Table 4

Mean and Standard Deviation of the variable Life skills among higher secondary students based on the subject of study

Group	N	Mean	Standard Deviation
Science	115	167.89	31.41
Commerce	186	168.77	26.12
Humanities	199	175.96	29.36

To find out the significance of difference between the mean scores of life skills of Science, Commerce and Humanities students, ANOVA was carried out. The summary of ANOVA is given in table 5.

Table 5

One way ANOVA of the scores of Life skills of Science, Commerce and Humanities groups with respect to total score

Variable	Source of variance	Sum of squares	df	Mean squares	F Value
Life skills	Between Groups	6840.804	2	3420.40	
	Within Groups	409434.018	497	823.81	4.152*
Total		416274.822	499	4244.21	

* $p < .05$

From table 5, it is observed that F value obtained when three groups were compared on the basis of total scores of life skills is found to be (4.152) which is significant at .05 level of significance for 2 and 497 degrees of freedom. The obtained F value is greater than the table value. Hence there exists significant difference in life skills between Science, Commerce, and Humanities group students with respect to total score. One way ANOVA was employed to find out whether significant difference exist between mean score of Life skills among Science, Commerce and Humanities groups with respect to each of the components. The results are presented in table 6.

Table 6

One way ANOVA of the scores of Life skills of Science, Commerce and Humanities groups with respect to the components of life skills

Component	Source of variance	Sum of squares	df	Mean squares	F Value
Self awareness	Between group	210.03	2	105.016	
	Within Group	8712.25	497	17.530	5.99*
Problem solving	Between group	200.49	2	100.249	
	Within Group	8570.51	497	17.244	5.81*
Dealing with stress	Between group	46.57	2	23.287	
	Within Group	9572.22	497	19.260	1.20
Interpersonal relationship	Between group	305.63	2	152.816	
	Within Group	8043.56	497	16.184	9.44*
Empathy	Between group	114.53	2	57.269	
	Within Group	9417.08	497	18.948	3.02*
Communication skill	Between group	344.45	2	172.227	
	Within Group	9028.25	497	18.166	9.48*

* $p < .05$

From table 6 it is observed that the F value obtained when the three groups were compared on the basis of the components self awareness, problem

solving, dealing with stress, interpersonal relationship, empathy and communication skill were 5.99, 5.81, 1.20, 9.44, 3.02, and 9.48 respectively. These values except for the component dealing with stress are greater than the table value 3.01 required for significance at .05 level. This indicates that there is significant difference between science, commerce, and humanities students with respect to these components.

Conclusion

Based on the research findings the investigator suggests some ways to develop Life skills among higher secondary students. Enough encouragement, proper motivation and guidance should be given to the students for developing appropriate life skills. Communication skills, interpersonal skills, decision making skills, and self managing skills are needed to live harmoniously with others. So subject matters must be linked with day-to-day life situations, so that the students can realize and apply different skills in appropriate life situations. Relevant and innovative teaching methods should be adopted to strengthen the faculties of life skills. The environment in which students are brought up and live has a significant role in their behaviour. So extreme care should be taken to develop positive behaviour characteristics among children. Learn to live together is one of the four pillars of education. Interaction among students is an important factor which enhances the ability to learn to live together. Hence the number of interactive classes should be increased. Communication skills should be developed among students through various activities like debates, discussions, and seminars. Teachers should take all the possible steps to encourage social adjustment among students. The present study is relevant as today's classroom require exposure to newer technologies and devices. Technology allows students to connect deeply with their subject matter and help them to involve in real world learning experiences. Students should be given adequate freedom to think, learn, plan, succeed, evaluate and try again as they move toward the implementation of a solution with the scaffolding for the learning experience by the teacher. Moreover, while framing the curriculum enough weightage should be given to information and communication technology training for students.

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RELATIONSHIP BETWEEN SELF EFFICACY AND PROSOCIAL BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS

Josen George and Jomol K. J.

Abstract

The process of education is to socialize human beings, to transform the biological being into a social being. During the process of socialization one should develop several qualities and traits. Self efficacy is one of such important traits which facilitates human accomplishment and personal wellbeing. The present study examines the relationship between self efficacy and prosocial behaviour among secondary school students. A self efficacy scale constructed and standardized by Kumar Singh and Shruti Narain (2014) and a prosocial behaviour scale prepared by the investigator were employed to collect data from a random sample of 500 secondary school students. The analysis of data revealed the existence of a significant and positive relationship between the aforesaid constructs.

Background of the Study

Education is the medium for behaviour modification. The ultimate aim of education is the overall development of child. Making an individual into a human being is one of the objectives of education. It is through the socialization process, of education the individual become aware of the society and social relationships. Education is an important social activity, planned and shared by parents, teachers and society. Education can be described as the nurture of personal growth and as a process of learning to live in the community; thus the aim of education is the creation of productive human beings to the community. There are certain important traits which are needed to make an individual to be a perfect human being which include love, kindness, helping mentality, patience, self-concept, confidence, efficacy, positive attitude, courage, etc. In the present study discussion is made on such important constructs - self-efficacy and prosocial behaviour.

Self-efficacy

The concept of self-efficacy has its roots in the social cognitive theory proposed by Bandura (1986), which emphasizes the role of observational learning and social experience in the development of personality. A strong sense of self

efficacy enhances human accomplishment and personal wellbeing in many ways (Baron, 2005). Bandura (1997) said that learners who possess high level of self-efficacy are not intimidated and challenged by complex assignments and projects, which they see as an opportunity for growth and mastery rather than threats to be avoided. They heighten and sustain their efforts in the face of failure. Conversely, individuals with low self-efficacy beliefs shy away from difficult task which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or sets backs.

Self-efficacy, also referred as personal efficacy, is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Self-efficacy affects every area of human endeavor. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviours   affecting health.

Prosocial Behaviour

Prosocial behaviours are those intended to help other people. Prosocial behaviour is characterized by a concern about the rights, feelings, and welfare of other people. Behaviours that can be described as prosocial include feeling of empathy and concern for others. In simple words it is helping others without expecting anything from others. Prosocial behaviour is defined as actions that benefit other people of the society as a whole.

The term prosocial behaviour arose in the 1970's, leading to psychological analysis of the giving, helping, and sharing processes. Prosocial behaviour has been theoretically and empirically linked to a number of positive personal and socio-emotional variables including perspective taking, moral judgement, empathetic responding, emotion regulations, positive emotionality, and positive peer and parental relationships. Prosocial behaviour in children has been linked to a number of academic areas including school readiness. In contrast, a lack of prosocial has been associated with poor social adjustment (Crick, 1996), such as peer rejection.

Need and Significance of the Study

The individuals with healthy sense of self efficacy in comparison to a person with a poor sense of self efficacy tend to have a strong sense of commitment to their interest and activities; develop deeper interest in the activities in which they participate; see challenging problems as tasks to be mastered; and recover quickly from setbacks and disappointments. In contrast individuals with poor self efficacy tend to focus on personal failures and negative outcomes quickly lose confidence in personal abilities, avoid challenging tasks and tend to believe that difficult task and situations are beyond their capabilities. A crucial personal variable in personality is over set of belief in our own self efficacy. That is our feelings of competence to do things. Feelings of self efficacy seem actually to lead to our being better able to do those things. Negative expectations may get in the way what I do resulting in negative self fulfilling prophecy. Self efficacy is an excellent predictor of success in many realms. Prosocial thoughts and feelings may be defined as a sense of responsibility for other individuals and a higher likelihood of experiencing empathy cognitively. Self efficacy and prosocial behaviour have a positive relationship. One's self efficacy plays a major role on how they approach challenges and execute a task at hand or a goal. Self is a crucial variable determining our feelings of competence to do things. Feelings of self-efficacy seem actually to lead to our being better able to do those things. Self efficacy is an excellent predictor of success in many realms.

In this modern age of value deterioration the study of prosocial behaviour and self efficacy and the relationship between these variable between these two variables are significant. Various studies highlight the significance of prosocial behaviour and self efficacy. Paul and Thilakavathy (2013) found that the level of prosocial behaviour of higher secondary school students is average. Siu, Shek, and Lai (2012) suggested that prosocial development take place in mid to late adolescence period. Within these sub periods, a set of values which guide individuals' behaviour are likely to develop. Positive social behaviour is essential for growing children to behave smoothly in the society. The individual with a healthy sense of self efficacy tend to have a stronger sense of commitment to this interest in the activities in which they participate. Realizing the importance of developing self efficacy and pro social behaviour the investigator made an attempt to study these variables among secondary school students.

Hypotheses of the Study

1. There is significant relationship between self efficacy and prosocial behaviour of secondary school students.
2. Secondary school students do not differ significantly in the relationship between self efficacy and prosocial behaviour with respect to gender.
3. Secondary school students do not differ significantly in the relationship between self efficacy and prosocial behaviour with respect to domicile.

Objectives of the Study

1. To find out the relationship between self efficacy and prosocial behaviour among secondary school students in the total sample and in the subsamples based on gender and domicile
2. To compare the relationship between self efficacy and prosocial behaviour among secondary school students based on gender
3. To compare the relationship between self efficacy and prosocial behaviour among secondary school students based on domicile.

Methodology

For the present study the investigator adopted normative survey method. To measure the self efficacy of secondary school students the investigator adopted a self efficacy scale constructed and standardized by Kumar Singh and Shruti Narain (2014). To assess the prosocial behaviour of secondary school students, a prosocial behaviour scale was prepared by the investigator. The sample of the study consisted of 500 secondary school students randomly selected from various schools in Ernakulam district. The data collected were analysed using statistical techniques such as mean, median, mode, standard deviation, skewness, kurtosis, critical ratio, and Pearson's correlation.

Analysis and Discussion

1.   Relationship between self efficacy and prosocial behaviour of secondary school students

In order to find out the relationship between self efficacy and prosocial behaviour of secondary school students, Pearson's correlation coefficient between self efficacy scores and prosocial behaviour scores was calculated and the details are shown in the table 1.

Table 1

Data showing the correlation between self efficacy and prosocial behaviour of secondary school students in the total sample

Variables correlated	N	r	t	SEr	Confidence interval		Verbal interpretation
					Lower	Upper	
Self efficacy and Prosocial behaviour	500	.567	15.36	.0303	.488	.645	Moderate positive correlation

From the table 1 it is obvious that the co-efficient of correlation between self efficacy and prosocial behaviour of secondary school students is .567; this is higher than the table value (.115) set for the significance at .01 level of significance. The obtained 't' value (15.36) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is significant at .01 level. The result implies that there is a significant positive and moderate correlation exists between self efficacy and prosocial behaviour among secondary school students; hence the first hypothesis of the study is verified.

To find out the extent of relationship between self efficacy and prosocial behaviour of secondary school students in the sub samples based on gender, the scores of self efficacy and the scores of prosocial behaviour of each of the sub samples based on gender (boys and girls) were subjected to Pearson's product-moment correlation test. The details are presented in 2.

Table 2

Relationship between self efficacy and prosocial behaviour of secondary school students in the sub samples based on gender

Sub sample	N	r	t	SEr	Confidence interval		Verbal interpretation
					Lower	Upper	
Boys	241	.510	9.166	.0476	.387	.632	Moderate positive correlation
Girls	259	.572	11.179	.0418	.464	.679	Moderate positive correlation

From the table 2 it is clear that the co-efficient of correlation between self efficacy and prosocial behaviour for boys is .510; this is higher than the table value (.138) set for the significance at .01 level of significance. The obtained 't' value (9.166) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is significant at .01 level. The co-efficient of correlation between self efficacy and prosocial behaviour for the girls is .572; this is higher than the table value (.138) set for the significance at .01 level of significance. The obtained 't' value (11.179) is greater than the table value (2.58) at .01 level of significance. Hence the obtained correlation is significant at .01 level. The results indicate that there is a significant positive and moderate correlation between self efficacy and prosocial behaviour among secondary school boys and among secondary school girls; further verify the first hypothesis.

2.   Comparison of the relationship between self efficacy and prosocial behaviour among secondary school students based on gender

The data and results of the test of significance of the difference between the coefficients of correlation are presented in table 3.

Table 3
Data and results of the test of significance of the difference between the '*r*' of secondary school boys and that of secondary school girls

Category	N	*r*	*z* Coefficient	Critical Ratio
Boys	241	.510	.56	
Girls	251	.572	.65	0.857

From table 3 it is seen that the critical ratio obtained (0.857) is less than the critical value (1.96) at .05 level. The apparent difference in the *r* values is statistically not significant. Therefore it is interpreted that there is no significant difference between 'the coefficient of correlation between self efficacy and prosocial behaviour' of secondary school boys and that of secondary school girls. Hence the second hypothesis is verified.

3.   Comparison of the relationship between self efficacy and prosocial behaviour among secondary school students based on domicile

The data and results of the test of significance of the difference between the coefficients of correlation are presented in table 4.

Table 4

Data and results of the test of significance of the difference between '*r*' of rural secondary school students and that of urban secondary school students

Category	N	*r*	*z* Coefficient	Critical Ratio
Rural	250	.573	.65	
Urban	250	.549	.60	0.479

From table 4 it is seen that the critical ratio obtained (0.479) is less than critical value (1.96) at .05 level. The apparent difference in the *r* values is statistically not significant. Hence it is interpreted that there is no significant difference between 'the coefficient of correlation between self efficacy and prosocial behaviour' of rural secondary school students and that of urban secondary school students. Hence the third hypothesis is verified.

Suggestions Based on the Study

To enhance self efficacy and prosocial behaviour among students the following suggestions are put forward based on the findings of the present study.

1. Challenge negative thoughts: teach children to identify and challenge negative thoughts that undermine their belief in their ability to master a task. Adults can replace the negative thought with a positive, truthful idea.
2. Teach goal setting: teaching children how to set realistic goals and strategies to achieve the goals.
3. Notice, analyze and celebrate success: we can increase self efficacy by teaching them to identify success and to accurately assess their contribution.
4. Use process praise: process praise, in which children are praised for their efforts and the strategies they used to bring about a success.
5. Provide opportunities for mastery experiences: give children opportunities to control their environment. Creating opportunities for children to make decisions, use and practice their skills, and try different paths to achieve the goals will help build self efficacy.
6. Conduct charity programs: Schools and organisations should conduct a programme to develop the prosocial behaviour to students.

7. Adults act as role model: Teachers and parents act as a role model for their children to develop their positive behaviour like helping, donating, comforting, etc.

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A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS AT SECONDARY LEVEL

Sheeba Krishnan

Abstract

The present study was intended to compare the emotional intelligence of prospective teachers at secondary level based on marital status. Sample for the study consisted of 325 prospective teachers studying in various teacher education institutions affiliated to University of Calicut. Emotional Intelligence test prepared and standardized by the investigator was used for the collection of data. To compare the mean scores t-test was employed. The results indicated that there exists significant difference in the emotional intelligence of prospective teachers at secondary level on the basis of their marital status.

Introduction

Emotional aspects in learning and teaching become extremely important in the 21st century educational scenario. According to Mayer and Salovey (1997) Emotional Intelligence (EI) is the ability to perceive emotions, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. They also postulated that EI consists of three main factors such as appraisal and expression of emotions, regulation of emotions, and utilization of emotions. Emotional Intelligence predicts success in all stages of life and it has gained paramount importance in all the fields. People with high emotional intelligence have greater success in life, job performance, and leadership skills.

Teachers are the torchbearers of future generations. Hence they should possess competency in different areas such as self evaluation, emotional control, motivation, empathy, and social relationship. Development of teachers' self and good communication with others is important for better academic success of students, as well as professional success of teachers. Despite the advancement in technology and educational reforms, the educational institutions face certain challenges and issues related to the education system. These issues are mainly concerned with the poor academic performance, demands and expectations of

parents, declining quality of education, non-serious attitude of the students, heavy workload on teachers, etc. Such issues make it difficult for the teachers to cope with the academic as well as societal demands of the parents and students. Social pressure on teachers could result in emotional disturbance and challenges. If teachers put efforts in developing their professional and emotional competencies, then such challenges can be met easily. In this regard, emotional intelligence (EI) serves as a significant tool that helps the teachers to adjust their emotions and meet the societal challenges that disturbs the balance of their emotions.

In this era of competitiveness and uncertainty, role of teachers is important in shaping the attitudes and behaviours of their students, because emotional intelligence is positively correlated with performance. Emotionally intelligent individuals behave in a very wise way and cope with stressful situations in an adaptive way. Emotional management of teachers is extremely important in present day school scenario. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. Good teachers need strong emotional intelligence. Further, by being mindful of students' emotions and helping students to regulate their emotions, teachers can ease interpersonal conflicts and contribute to the students' emotional and social development.

Hypothesis of the Study

1. There exists significant difference in the Emotional Intelligence of prospective secondary teachers at secondary level based on their marital status.

Objectives of the Study

1. To study the level of Emotional Intelligence among prospective teachers
2. To compare whether there is any significant difference in the Emotional Intelligence of prospective teachers at secondary level based on their marital status

Methodology

The present study was an attempt to analyse the Emotional Intelligence of prospective teachers at secondary level. Hence normative survey method was used for the study. Sample for the study consisted of 325 prospective teachers

studying in various teacher education institutions affiliated to the University of Calicut. Emotional Intelligence test prepared and standardized by the investigator was employed for the collection of data. The reliability of Emotional Intelligence Test was calculated by using SPSS, which provided Cronbach's Alpha value as .805. To compare the mean scores t-test was employed.

Analysis and Interpretation of Data

The data was scrutinized by removing incomplete score sheets and then entered in the SPSS 19 version for analysis.

1.   Level of Emotional Intelligence of prospective teachers

For identifying the level of Emotional Intelligence, prospective teachers were classified into the high, average and low groups based on their Emotional Intelligence scores. Respondents whose Emotional Intelligence scores fall between M+SD and M-SD were classified as having 'Average Emotional Intelligence,' respondents whose scores were below M-SD were classified as having 'Low Emotional Intelligence,' and respondents whose scores were above M+SD were classified as having 'High Emotional Intelligence.' For the distribution of Emotional Intelligence scores, arithmetic mean and standard deviation were 62.13 and 10.128 respectively. Therefore, prospective teachers whose Emotional Intelligence scores were 72.258 or more were considered to possess 'High Emotional Intelligence,' whose scores were less than 52.002 were considered to possess Low Emotional Intelligence,' and the rest who come in between these scores were classified as of 'Average Emotional Intelligence.' The data and results of the classification done are shown in table 1.

Table 1
Number and Percentage of Prospective teachers with Respect to the
Levels of Emotional Intelligence

Categories	Norms	n	%
High Emotional Intelligence	M+SD and above	60	18.46
Average Emotional Intelligence	M+SD to M-SD	209	64.31
Low Emotional Intelligence	M-SD and Below	56	17.23
Total	-	**325**	**100**

Table 1 shows that 64.31% of the prospective teachers possess average Emotional Intelligence, 18.46% possess high Emotional Intelligence and 17.23% have low Emotional Intelligence status. The graphical representation is shown in figure 1.
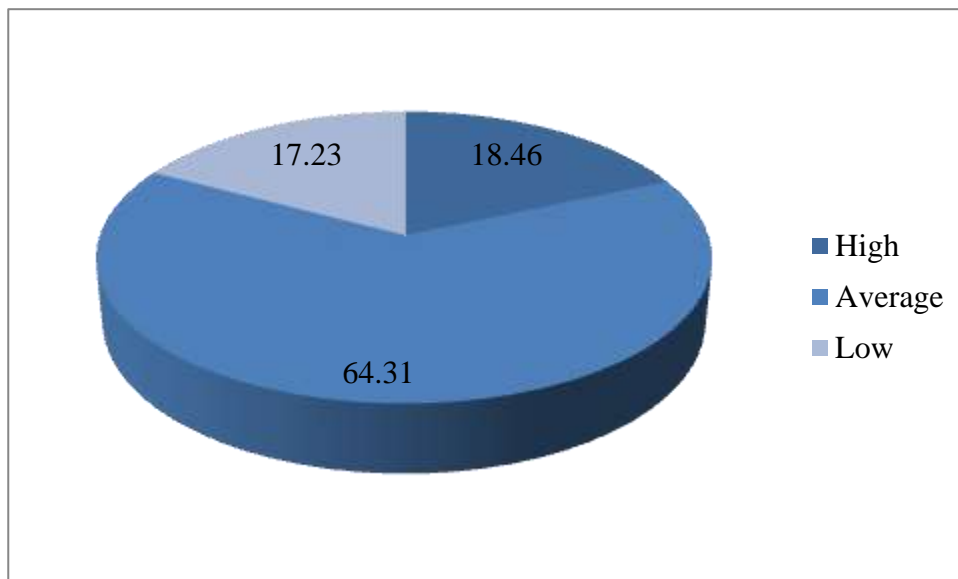
Figure 1

Graphical Representation of levels of Emotional Intelligence of Prospective Teachers

2. Comparison of the mean scores of emotional intelligence of student teachers with respect to marital status

To ascertain whether there exists significant difference in the mean scores of Emotional Intelligence of prospective teachers with respect to their marital status the test of significant of difference (*t*-test) was employed. Details of the data and results are presented in table 2.

Table 2

Details of the Test of Significant Difference in the Mean scores of Emotional Intelligence of Prospective Teachers with Respect to Marital Status

Variable	Marital Status	N	M	SD	t	p
Emotional Intelligence	Unmarried	270	54.84	9.029	3.796	< .01
	Married	55	59.89	8.856		

From table 2, it is clear that the 't' value obtained for the comparison of mean scores of Emotional Intelligence, 3.796 is greater than the table value, 2.58 at .01 level of significance. This implies that there exists significant difference between the means compared. Hence the hypothesis stating that there exists a significant difference in the mean scores of Emotional Intelligence of married and unmarried prospective secondary teachers is accepted.

Findings of the Study

1. 64.31% of the prospective teachers have average Emotional Intelligence, 18.46% possess high Emotional Intelligence and 17.23% have low Emotional Intelligence status.
2. From the results obtained, it is clear that there exists significant difference between the Emotional Intelligence of married prospective teachers and that of their unmarried counterparts.

Educational Implications of the Study

Emotional Intelligence of the teacher enables the students to monitor their own and other's feelings and emotions. It helps to use the information strategically and intelligently for communication and to increase personal resilience and achieve goals. The study gives adequate results for understanding the difference between married and unmarried prospective teacher's emotional intelligence and hence it expose the need to develop emotional intelligence of prospective teachers. Thus the teacher can be more competent in handling their own personal and student's problems regarding classroom and all other situations.

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DIFFICULTIES FACED BY TEACHERS IN EDUCATING MENTALLY CHALLENGED CHILDREN IN INCLUSIVE SETTINGS

Sreeja S. and Sreedevi K. S.

Abstract

The present investigation is meant to assess the difficulties experienced by teachers in educating mentally challenged children in inclusive settings. Normative survey method was adopted for the study. The sample consisted of 150 teachers from Ernakulam, Palakkad, Kottayam, Malappuram and Alappuzha districts. The sample was selected using random sampling technique. To collect the data required for the study questionnaire was used. The analysis of data was carried out employing appropriate statistical techniques such as Mean, Standard deviation, Percentage, ANOVA and Scheffe test. The study revealed that teachers faced difficulty in teaching mentally challenged children in inclusive setting.

Background of the Study

Education is the development of all those capacities in an individual which will enable him to control his environment and fulfill his responsibilities. The most common objectives of education are to train the individual to lead a fruitful social life and to become a responsible citizen. Every child is special in his / her own way and education should cater the needs and requirements of every child. Education dispels darkness and brings light. Education is considered as the potential instrument of national development. It is through education that a nation transmits its heritage, recreates its culture strengthens its economy and conserves its values. It is the means of promoting individual excellence. It is because of such immense significance, education has been enunciated as one of the fundamental rights. Recognizing the importance of education in the progress of citizens and in the development of the country, education for all is taken as one of the cherished goals of the nation. It has become a fundamental right of citizens. Education can be regarded as the system of instruction established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices.

Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems. It does not segregate children who have different abilities or needs. This, in other words, is to indicate

the shift of thinking from an unnatural segregated setting towards supportive inclusive schools. Wood (1992) claims that perceptions and attitudes of teachers are gradually improving in a positive direction in inclusive educational settings (cited in Abate, 2001). Most of the educators believe that the children with physical, sensory or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002)

The role of a teacher is very vital in the all round personality development of students. In addition to being a motivator, teacher is also a guide and friend. Besides, the teacher of today is always responsible to enable and empower the leaner to emerge as a competent youth, ready to take the challenges of the rapidly changing world. Hence it is imperative that the teacher should continuously upgrade his/her knowledge and methodology in order to enhance the quality of teaching. In the case of special educators, they have professional knowledge and expertise in teaching mentally challenged students. They are well equipped with the techniques and methods of dealing with such children. In inclusive settings a regular teacher experiences difficulties in conveying her ideas to such students effectively. Children with mental retardations are always distracted in the class room. So it is very difficult to control them. Teachers also experience difficulty in evaluating mentally challenged children compared to normal children. Teachers have to manage both normal as well as mentally challenged children at a stretch. Even in a normal class room, a teacher has to handle 40 to 45 students who are differing in their intelligence, attitude and interests. So the inclusion of students who are mentally challenged creates a burden for teachers in normal class room setup because such children always need special assistance and attention.

Objectives of the Study

1. To study the difficulties faced by the teachers in educating the mentally challenged in inclusive settings
2. To study the difficulties faced by the teaches in educating mentally challenged children in inclusive settings in relation to different dimensions such as,
   a. Transaction of the concepts
   b. Maintaining discipline
   c. Evaluation
   d. Communication
   e. Curriculum

3. To compare the difficulties faced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings.

Methodology in Brief

The present investigation is meant to assess the difficulties experienced by teachers in educating mentally challenged children in inclusive settings. Normative survey method was adopted for the study. The sample consisted of 150 teachers from Ernakulam, Palakkad, Kottayam, Malappuram and Alappuzha districts. The sample was selected using random sampling technique. To collect the data required for the study questionnaire was used. The analysis of data was carried out employing appropriate statistical techniques such as mean, standard deviation, percentage, ANOVA and Scheffe test.

Analysis and Discussion

1.   Difficulties experienced by teachers in educating mentally challenged children in inclusive settings

The data and results of difficulties faced by the teachers in educating mentally challenged children in inclusive settings in the total sample are given in the table 1.

Table 1

Mean, standard deviation, and percentage score of difficulties experienced by teachers in educating mentally challenged children in inclusive settings

Group	No	Mean	Standard Deviation	Percentage Score
General Teachers	150	157	16.55	95.33

The table shows the mean percentage score of the difficulties experienced by teaches in educating mentally challenged children in inclusive settings is 95.33% which indicates vey high difficulty level. Total arithmetic mean is 157 and standard deviation is 16.55 respectively.

2.   Difficulties experienced by teachers in educating mentally challenged children in inclusive settings under different dimensions

The data and results of difficulties faced by the teachers in educating mentally challenged children in inclusive settings with respect to different dimensions are given in the table 2.

Table 2

Mean, stand deviation, and percentage score of difficulties experienced by teachers in educating mentally challenged children in inclusive settings under different dimensions (N=150)

Dimension	Mean	Standard Deviation	Percentage score
Transaction of the concept	35.89	6.92	69.03
Maintaining discipline	25.83	3.28	71.81
Communication	33.59	4.68	76.33
Evaluation	31.13	4.21	77.83
Curriculum	30.53	3.87	76.33

From the above table, it is clear that teachers experience more difficulty in the dimensions such as evaluation (77.83%), communication of concepts (76.33%) and handling of curriculum (76.33%) for these children in inclusive classrooms. The mean percentage score of the difficulties experienced by teachers in educating mentally challenged children in inclusive settings on the basis of transaction of the concept is 69.03% and the difficulties experienced by teaches in educating mentally challenged children in inclusive settings on the basis of maintaining discipline is 71.81%. It shows that teachers are experiencing moderate level of difficulty with regard to these dimensions.

3.   Difficulties faced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings

The details regarding the difficulties faced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings are given in the table 3.

Table 3

Mean, standard deviation, and percentage score of difficulties faced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings

Teaching level	Mean	No	Standard Deviation	Percentage score
LP	164.14	14	18.42	94.14
UP	153.58	43	17.98	91.54
SL	157.51	93	15.32	96.91

The arithmetic mean of lower primary, upper primary and high school teachers is 164.14, 153.58 and 157.51 and the standard deviation is 18.42, 17.98 and 15.32 respectively. The percentage score of lower primary, upper primary and high school teachers are 94.14%, 91.54% and 96.91%. It can be summarized that high school teachers face more difficulty to handle mentally challenged children in inclusive setting rather than lower and upper primary school teachers.

4.   Difficulties faced by primary, upper primary, and secondary level teaches in educating mentally challenged children in inclusive settings under different dimensions

The details regarding the difficulties faced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings with respect to different dimensions are given in the table 4.

Table 4

Mean, standard deviation, and percentage scores of difficulties experienced by primary, upper primary, and secondary level teachers in educating mentally challenged children in inclusive settings under different dimensions

Teaching level		Transaction of the concept	Maintaining discipline	Communi-cation	Evalu-ation	Curri-culum
LP	AM	40.86	28.00	35.29	30.43	29.57
	SD	8.80	3.84	4.05	2.24	5.67
	No	14	14	14	14	14
	% Score	78.57	77.78	80.19	76.07	73.93
UP	AM	34.47	25.53	33.16	30.65	29.77
	SD	6.82	3.29	5.13	4.34	3.86
	No	43	43	43	43	43
	% Score	66.28	70.93	75.37	76.63	74.42
HS	AM	35.81	25.68	33.53	31.46	31.03
	SD	6.38	3.10	4.54	4.37	3.50
	No	93	93	93	93	93
	% Score	68.86	71.33	76.20	78.66	77.58

The percentage score of lower primary level teachers in transaction of the concept, maintaining, discipline, communication, evaluation and curriculum are 78.57, 77.78, 80.19, 76.07 and 73.93. From the table it can be interpreted that the difficulties faced by teachers in educating mentally challenged children in inclusive settings in the sub sample based on all dimensions have high difficulty. The mean values are 40.86, 28.0, 35.29, 30.43 and 29.57 standard deviations are 8.80, 3.84, 4.05, 2.24 and 5.67 respectively.

The percentage score of upper primary level teachers in the transaction of the concept, maintaining discipline, communication, evaluation and curriculum are 66.28, 70.93, 75.37, 76.63 and 74.42 which shows high difficulty level. The mean values are 34.47, 25.53, 33.16, 30.65 and 29.77 standard deviations and 6.82, 3.29, 5.13, 4.34 and 3.86 respectively.

The percentage score of high school level teachers in the transaction of the concept, maintaining discipline, communication, evaluation and curriculum are 68.86, 71.33, 76.20, 78.66 and 77.58 which indicates high difficulty. The mean values are 35.81, 25.68, 33.53, 31.46 and 31.03 standard deviations are 6.38, 3.10, 4.54, 4.37 and 3.50 respectively.

5.   Comparison of the difficulties faced by primary, upper primary, and secondary level teaches in educating mentally challenged children in inclusive settings under various dimensions

The comparison of the difficulties faced by primary, upper primary, and secondary level teaches in educating mentally challenged children in inclusive settings under various dimensions was carried out by using ANOVA. The details are presented in the table 6.

Table 6

Summary of ANOVA scores of total difficulties experienced by primary, upper primary and secondary level teachers in educating mentally challenged children in inclusive settings under various dimensions

Dimension		Sum of Squares	Df	Mean Square	F-value	Level of Significance
Transaction of the concept	Between Groups	433.365	2	216.683	4.753	P<.05
	Within in Groups	6700.928	147	45.585		
	Total	7134.293	149			
Maintaining discipline	Between Groups	71.753	2	35.877	3.449	P<.05
	Within in Groups	1529.020	147	10.401		
	Total	1600.773	149			
Communication	Between Groups	48.473	2	24.236	1.107	P>.05
	Within in Groups	3217.900	147	21.890		
	Total	3266.373	149			
Evaluation	Between Groups	27.019	2	13.510	0.761	P>.05
	Within in Groups	2608.314	147	17.744		
	Total	2635.333	149			
Curriculum	Between Groups	61.327	2	30.664	2.079	P>.05
	Within in Groups	2168.006	147	14.748		
	Total	2229.333	149			

Table 6 shows that the computer F values obtained for the dimensions transaction of concept and maintaining discipline are 4.753 and 3.449 respectively and are greater than the table value (3.07) at .05 levels of

significance; it indicates that there exists significant difference among the three groups with respect to these dimensions. There is no significant difference among the three groups with regard to other three dimensions.

Implications of the Study

Teachers have the responsibility to offer not only good but also highly individualized and objective directed instructions. Mentally challenged have potential abilities and these abilities can be developed with appropriate education and training to make themselves self sufficient and productive members of the society. For educating mentally challenged children a teacher should be a person with patience, and should be cheerful, friendly and humorous. Policy makers should conduct awareness programmes and workshops for teachers. The teachers should also be give adequate support and refreshment programmes to improve their professional skills.

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EMOTIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HEARING IMPAIRED STUDENTS AT UPPER PRIMARY LEVEL

Jameela P. N.

Abstract

The present study explores the emotional adjustment and academic achievement of hearing impaired upper primary school students. Normative survey method has been adopted for the present study. Stratified random sampling was employed for the selection of the sample. The tools used for the study were general data sheet, emotional adjustment inventory and achievement test scores of terminal examination. The sample included 215 hearing impaired students of five deaf schools in Ernakulum district. For analyzing the data, the statistical techniques such as arithmetic mean, standard deviation, co-efficient of correlation and critical ratio were employed. The study concluded that there is a positive significant relationship that exists between emotional adjustment and academic achievement of hearing impaired upper-primary school students.

Background of the Study

Education is the development of all those capacities in the individual which will enable him to control his surroundings and accomplish his responsibilities. The sense of hearing is a vital aspect of a person. Hearing impairment is an invisible handicap. Special education is a specialized instructional system according to the needs and nature of the children with special needs, to help them to achieve the greatest possible personal out put such as self help skill, communication, literacy, physical skills, personal skills vocational skills and success in the present and future life. In the state of Kerala there are a number of special schools exclusively for educating the hearing impaired children. These schools equipped with human and material resources needed for the instruction of hearing impaired. Academic performance has been considered as an interactive function of many psychosocial and demographic variables. An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to surmount from different difficulties. It helps to make good relationship with the society, school and with peer group. Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his

environment. Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. Need of individual are multidimensional. Good adjustment is realistic and satisfying. Students have good adjustment in all aspect of their life if there is balance between their academic-intellectual, emotional, social and other needs and their satisfaction. Adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is as such related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976).

The hearing impaired carries the burden of many social disadvantages such as feeling of inferiority, fear of social ridicule and embarrassment, inability to complete works with normal pupil, lack of will and self confidence etc. Pupil with hearing loss frequently expresses feeling of depression, withdrawal and isolation. They possess a large number of personality problems, frustration and difficulties in their attempts to solve their problems and encounter many situations of non-acceptance and misunderstanding. Life adjustment of hearing impaired is complicated as they feel they are dependent upon environmental condition, social norms and family structure. Researches in the field have emphasized that emotional adjustment may be one of the more significant factors in the development and academic performance of hearing impaired children. Researches proved that there is a number of life issues faced by hearing impaired in a number of areas like social interaction, family acceptance, language and communication, educational achievement, behavioural problems, mental health and safety. Hearing loss of any degree appeared to affect psycho- educational development adversely, leading to the conclusion that even minimal hearing loss places children at risk for adjustment and learning problems (Belgrave, 1991). They had difficulty in maintaining attention and are behind in academic achievement and their grades lower than their hearing peers due to delayed speech and language development. In the present study, the investigator tried to conduct the study on the emotional adjustment and academic achievement of hearing impaired students at upper primary level.

Hypothesis of the Study

1. There will be significant positive correlation between emotional adjustment and academic achievement of hearing impaired children at upper primary level for the whole sample.

Objectives of the Study

1. To find out the emotional adjustment of hearing impaired students at upper primary level.
2. To find out the academic achievement of hearing impaired student at upper primary level.
3. To find out the relationship between emotional adjustment and academic achievement of hearing impaired children at upper primary level.

Methodology in Brief

The present study is an attempt to analyze the level of emotional adjustment and academic achievement of hearing impaired upper primary students and their relationship. Normative survey method was used for the collection of data. The sample consisted of 215 hearing impaired children studying in five hearing impaired schools in Ernakulum district. To collect the data, tools such as general data sheet, Emotional Adjustment Inventory and Achievement test scores of terminal examinations were used. The analysis of data is carried out by using appropriate statistical techniques, such as simple percentage and Karl Pearson's product moment coefficient of correlation.

Results and Discussion

Table 1
Data and results of the distribution of different levels of Emotional adjustment of hearing impaired students at upper primary level

Level of emotional adjustment	Criteria for classification	N	Percentage
Low	Score <50	31	14.42
Moderate	Between 56 & 70	142	66.05
High	Score > 70	42	19.53
Total		215	100

Table 1 shows that 19.53% hearing impaired students have high level of emotional adjustment, 66.05% come under the category of moderate level of emotional adjustment and 14.42% have low level of emotional adjustment.

Table 2

Percentage distribution of Academic Achievement of Hearing impaired student at upper primary level

Level of Academic achievement	Criteria for classification	N	Percentage
Low	Score <58	33	15.35
Moderate	Between58 &77	163	75.81
High	Score >77	19	8.84
Total		215	100

Table 2 shows that 8.84% of the total sample has high academic achievement, 75.81% have moderate level of academic achievement and 15.35% have low level of academic achievement.

Table 3

Relationship between Emotional adjustment and Academic achievement of hearing impaired upper primary school students for the total sample

Variable	N	M	SD	Coefficient of correlation 'r'
Emotional adjustment & Academic Achievement	215	126.02	14.69	0.458

From the table 3, it is revealed that the correlation coefficient between Emotional Adjustment and Academic Achievement of hearing impaired students at upper primary level is 0.458 which shows that there exists a moderate positive relationship between the two variables,

Educational Implications

Emotional Adjustment and Academic Achievement are the two important areas of the wholesome development of the learner, especially in the case of special children. An emotionally disturbed hearing impaired child even though intelligent, may find it difficult to achieve the desired goals. Any vivid experience that is experienced by intense emotions is likely to have a profound effect on hearing impaired children's attitudes, values and behaviour. The effect may be favourable or unfavourable, depending upon the emotion aroused, its intensity, previous experience with the emotion and the preparation one has for it. Students who rate higher in emotional adjustment of hearing impaired children are likely to

have more moral maturity and can make more mature judgment than students with similar intelligence who are emotionally disturbed. The present study highlighted the need for understanding the emotional adjustment and academic achievement of hearing impaired children and the urgency to take measures to sustain appropriate emotional stability and academic achievement. The parents and teachers adopt better instructional strategies and provide extra educational treatment like guidance and counseling for the betterment of hearing impaired children.

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RELATIONSHIP BETWEEN EXAMINATION ANXIETY AND EMOTIONAL COMPETENCE OF ADOLESCENT STUDENTS

Biniya Jacob

Abstract

Examination anxiety is a common trait among adolescent students who undergo term-end and year-end examinations in various school subjects. Since the educational system gives importance to the summative evaluation, it is crucial for the students to obtain high grades/marks in the qualifying examinations. Hence the hindrances in academic performance need to be addressed. Present study investigates the relationship between examination anxiety and emotional competence among adolescent students as emotional competence is considered to be a facilitating factor for general well being of a person as well as his/her success. A sample of 150 students selected from various higher secondary schools in Ernakulam district was studied by using tools such as (1) Kerala Examination Anxiety Scale and (2) Emotional Competence Scale. The relationship between the two constructs was studied by finding out Pearson's coefficient of correlation. The results show there is a significant negative relationship between examination anxiety and emotional competence.

Background of the Study

The World Health Organization (WHO) defines adolescence as the period of life between 10-19 years. Adolescence is said to be a period of stress and strain. Adolescents are a special group because of their developmental stage and the special problems. Education is a process which draws out the best in man with the aim of producing a well-balanced personality- culturally refined, emotionally stable, ethically sound, logically correct, mentally alert, intellectually competent, technically advanced, morally upright, physically strong, socially efficient, spiritually mature, vocationally self sufficient and internationally liberal. Examination in school or college is a part of academic life. It is obvious that most of the adolescents face examination anxiety. Examination stress is better prevented than treated. Education plays a vital role in the modern society. The quality of our life depends on how well the youths are using the learning resources that are available today which forms a basis for the economy in the future. The Indian Education Commission 1964-1966 has pointed out that, "The destiny of India is being shaped in her classroom". The quality and prosperity of

the nation depends upon the quality prosperity of its citizens. Today's children are tomorrow's youth; hence the beginning should be made perfectly from the very basis of education.

Education aims at all-round development of human beings. The objectives of education are to bring about desirable changes in the three domains of one's personality that is cognitive, affective, and psychomotor. There should be a systematic, comprehensive and continuous evaluation process to determine the extent to which these objectives have been achieved by the students. Schools have a major role in developing the desirable characteristics and behavior in the student. Students spend much of their time in school. The school and society form the basis for the development of a child's behavior. The quality of the system of education adopted in the school determines the quality of life of the individual in the society. The quality education can be materialized through proper instruction and assessments adopted in educational process in the school. Evaluation process is an integral part of teaching learning process, which is prevalent from earlier times of curricular framework of educational process. Evaluation means, examining the ultimate product and the outcome of the result of a process.

Examination is a tool to evaluate the amount of knowledge acquired by the students. The dictionary meaning of examination is to "try or test by question in order to determine the progress, fitness or knowledge level". Adolescent stage is a stage of great stress and anxieties. Examination anxiety is a part of general anxiety. Higher secondary school students possess great anxiety towards examination. The students who possess excess anxiety and fear during the period will have emotional and psychological disturbances. It is appropriate to say that emotions are the essential motivating force behind all psychological activities. An emotionally competent person can manage his or her feeling in a better way and cope with stress, with effective ability to solve problems.

Adolescence is considered as the most important period in the life span of an individual. They are experiencing many physical and psychological problems in this period. Adolescents are more prone to quarrels and impulsivity. It is also considered as an emotionally unstable period. With the globalization and numerous competitions, the number of challenges faced by the students to prove themselves lead to unexpected behaviour of the students. Expectations and pressure on self, of peer group and parents for excellent performance make them more vulnerable. This phase of life which is already complex and their own identity crises and role confusions enhance their frustrations to the extent that

they end up reaching in depression and sometimes committing suicide. Thus, it is important to understand the anxiety of students in the context to their school performance which is an important measure to cope up with their anxieties related to their career. The information obtained by this study will prove beneficial to parents, teachers and educators. The result can be utilized to develop school programmes associated with parental aspiration, encouragement in school activities, decision making and home work too, so as to remove the bridge between examination, its practices and improving students' academic achievement.

Examinations play a crucial role in individuals' lives. Examination and measurement has now become a prerequisite for getting into a profession. Today, adolescents being learners of various courses have to face various examinations at secondary, senior secondary and university level. Examination always brings a sense of fear or anxiety in the mind of students of all ages. The anxiety associated with examination can be termed as examination anxiety. Examination anxiety is a psychological condition in which people experience extreme stress, anxiety, and discomfort during or before taking a test. These responses can drastically hinder an individual's ability to perform well and negatively affects their social emotional and behavioral development and feelings about themselves and school. High levels of examination anxiety seem to be associated with low level of emotional competence. The review of literature shows there is a dearth of studies pertaining to this area. Hence the main aim of this study was to explore the relationship between examination anxiety and emotional competence among adolescent learners.

Objectives of the Study

1. To study the relationship between examination anxiety and emotional competence among school going adolescent students in the total sample
2. To study the relationship between examination anxiety and emotional competence among school going adolescent students in the subsamples based on gender
3. To compare the relationship between examination anxiety and emotional competence among school adolescent students in the sub samples based on gender

Hypotheses of the Study

1. There is significant relationship between emotional competence and examination anxiety of adolescent students.

2. There is significant relationship between emotional competence and examination anxiety of female adolescent students.
3. There is significant relationship between examination anxiety and emotional competence of male adolescent students.
4. There is no significant difference between the relationship between examination anxiety and emotional competence of male adolescent students and that of female adolescent students.

Methodology in Brief

Survey method was adopted for the present study. Random sampling was adopted to select the sample. The sample consisted of 150 students from various higher secondary schools in Ernakulam district. The data for the study was collected by using the Kerala Examination Anxiety Scale developed and standardized by A. S. Nair and an Emotional Competence Scale constructed and standardized by H. C. Sharma and R. L. Bharadwaj (2007). The data were subjected to descriptive as well as inferential statistical techniques such as Pearson's coefficient of correlation, and test of significance of the difference in correlation.

Analysis and Discussion

1. Relationship between Examination Anxiety and Emotional Competence of Adolescent Students in the Total Sample

Table 1

Correlation between Examination Anxiety and

Emotional Competence of Adolescent Students in the Total Sample

Variables Correlated	N	r	Relationship
Examination Anxiety	150	-.605	Substantial
Emotional Competence			

The value of the correlation coefficient obtained between the scores of examination anxiety and emotional competence of adolescent students is .605 and it exceeds the critical value .208 at .01 level of significance. This implies that there exists significant relationship between the two variables correlated. Since the correlation coefficient obtained is negative it can be assumed that the relationship between examination anxiety and emotional competence is negative; as the emotional competence increases examination anxiety decreases.

2.   Relationship between Examination Anxiety and Emotional Competence of Adolescent Students in the Subsamples Based on Gender

2. 1   Relationship between Examination Anxiety and Emotional Competence of Female Adolescent Students

Table 2

Correlation between Examination Anxiety and

Emotional Competence of Female Adolescent Students

Variables Correlated	N	r	Relationship
Examination Anxiety	75	-.618	Substantial
Emotional Competence			

The value of the correlation coefficient obtained between the scores of examination anxiety and emotional competence of female adolescent students is .618 and it is greater than the critical value .302 at .01 level. This implies that there exists significant relationship between the two variables correlated. As the correlation coefficient obtained is negative it can be assumed that the relationship between examination anxiety and emotional competence is negative; as the emotional competence increases examination anxiety decreases.

2. 2   Relationship between Examination Anxiety and Emotional Competence of Male Adolescent Students

Table 3

Correlation between Examination Anxiety and

Emotional Competence of Male Adolescent Students

Variables Correlated	N	r	Relationship
Examination Anxiety	75	-.608	Substantial
Emotional Competence			

The value of the correlation coefficient obtained between the scores of examination anxiety and emotional competence of male adolescent students is .608 and it exceeds the critical value .302 at .01 level of significance. This implies that there exists significant relationship between the two variables correlated. Since the correlation coefficient obtained is negative it can be interpreted that the relationship between examination anxiety and emotional competence is negative; as the emotional competence increases examination anxiety decreases.

3.   Comparison of Relationship between Examination Anxiety and Emotional Competence of Adolescent Students Based on Gender

Table 4

Data and Results of the Test of Significance of the Difference Between 'r" of male adolescent students and that of female adolescent students

Gender	Number of students	r value	Z coefficient	Critical Ratio
Female	75	-.618	-0.71	0.12
Male	75	-.608	-0.69	

.   The 'r' values of female and male secondary school students were -.618 and -.608 respectively. Since the calculated value of 't' (.12) is less than the table value of 1.96 at .05 level, the investigator concluded that for both female and male higher secondary school students examination anxiety and emotional competence are correlated more or less identically that is both of the groups (male and female) have the same high relationship between these variables. Both the groups possess similar relationship between the variables under consideration.

Conclusions of the Study

1. There exists significant, negative and substantial relationship between examination anxiety and emotional competence of adolescent students.
2. There exists significant, negative and substantial relationship between examination anxiety and emotional competence of female adolescent students.
3. There exists significant, negative and substantial relationship between examination anxiety and emotional competence of male adolescent students.
4. There is no significant difference between 'the coefficient of correlation between examination anxiety and emotional competence' of female adolescent students and that of male adolescent students.

Suggestions Based on the Study

The following suggestions are put forward based on the findings of the present study.

1. If emotional skills are taught through a curricular approach in schools, the emotional competence of adolescents will be increased.

2. Positive parenting practices can promote children's emotional competence.
3. If we can develop the emotional competence of the teachers, which in turn help them to develop the same among their students inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life.
4. Intervention programs for parents on skills, techniques and strategies that correspond to effective family management practices can be organized accordingly.
5. Teachers can accomplish this in the classroom through effective and direct classroom instructions, student engagement in positive activities, and involving parents, students and the community in planning, evaluating and implementing the program into the classroom.
6. In order to assist adolescents to enhance the sensitivity of the learning of emotions, parents can perform as role models to articulate the learning experiences in these situations in their daily life contexts.

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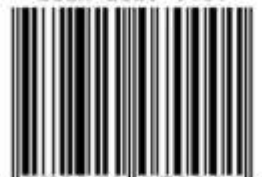   Cochin – 682010, S. India.