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ASSERTIVENESS OF THE STUDENTS WITH VISUAL IMPAIRMENT IN HIGHER EDUCATION

L.Vasanthi Medona

Dr.S.Devasahayam Selvakumar

ABSTRACT

The main objective of the study is to find out the assertiveness of the students with visual impairment in higher education. Survey method is adopted in this study. The sample consisted of 300 students with visual impairment from Chennai. Assertiveness Questionnaire developed and validated by S.Devasahayam Selvakumar and L. Vasanthi Medona (2013) had been used to collect data. Mean, standard deviation and 't' test were used to analyse the data. It was found out that, students with visual impairment in higher education do not differ in their assertiveness with respect to gender, type of visual impairment, nature of visual impairment, type of educational institution, and medium of instruction, and there was significant difference among them in their assertiveness with respect to course of study.

Key words: Visual impairment, Assertiveness.

Introduction

Senses play a vital role in receiving knowledge from the external world and sense of sight enhances the learning experience of the individuals. Students with visual impairment are deprived of visual stimulation from the environment which affects their state of being assertive in their interactions, communications and relationships. Assertiveness is the ability to make requests, actively disagree, express personal rights and feelings initiate, maintain, or disengage from conversations and to stand up for self (Rathee, 2015). Assertiveness fashions in the students with visual impairment an attitude of attentive listening, respect for the other with their emotions, positive and negative behaviours to rationally evaluate that which is presented and to create quality and genuine interpersonal relationship. This paper deals with the assertiveness of the students with visual impairment in higher education.

Statement of the Problem

The problem of the study is titled as "Assertiveness of the students with visual impairment in higher education".

Significance of the Study

This study deals with the assertiveness of the students with visual impairment in higher education as it plays a vital role in their communication and inter personal relationships. Persons with visual impairment may not truly understand bodily messages sent by others leading to being behind of the others with no visual impairment, delay in producing response and giving faulty responses (Yildiz, Duy, 2013). Hence they lag behind in their assertive behaviour which affects their personality and their dealings with others.

The research findings revealed that the teaching of the self – assertiveness skills for the students with visual impairment had significant effect on general and social aspects of self – esteem and resulted in its enhancement (Yusefi, Moein, & Honarprvaran, 2015). Most of the existing researches have examined the assertiveness of the primary, high school and higher education sighted students. Less is known about the assertiveness of the students with visual impairment in higher education. The current study finds

out the assertiveness of the students with visual impairment in higher education.

Objectives of the Study

To find out whether there exist any significant difference between the students with visual impairment in higher education in their assertiveness with respect to gender, type of visual impairment, nature of visual impairment, type of educational institution, type of study, and medium of instruction.

Hypotheses of the Study

1. There is no significant difference between male and female students with visual impairment in higher education in their assertiveness.
2. There is no significant difference between students with partial and total visual impairment in higher education in their assertiveness.
3. There is no significant difference between students with acquired visual impairment and visual impairment by birth in higher education in their assertiveness.
4. There is no significant difference between students with visual impairment studying in government and government aided higher educational institutions in their assertiveness.
5. There is no significant difference between students with visual impairment studying under graduate and post graduate courses in their assertiveness.
6. There is no significant difference between students with visual impairment studying through Tamil and English medium in higher education in their assertiveness.

Methodology

The investigators used the survey method for collecting data.

Population

The students with visual impairment in higher education from Chennai form the population of the study.

Sample

The investigators had selected 300 students with visual impairment in higher education as sample for this study. 300 students with visual impairment in higher education are selected by using simple random sampling method from arts and science colleges in Chennai.

Tool Used

The investigators had used the following self-constructed tool for the present study.

Assertiveness Questionnaire

The assertiveness questionnaire consists of 16 questions. Each question has five alternative responses viz. always, usually, sometimes, occasionally and never. The scoring is done as follows:

Responses	Scores
Always	5
Usually	4
Sometimes	3
Occasionally	2
Never	1

Statistical Techniques Used

Mean, standard deviation, and 't' test were used to analyse the data.

Analysis and Findings

1. There is no significant difference between male and female students with visual impairment in higher education in their assertiveness.

Table -1

Showing the significant difference between male and female students with visual impairment in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Gender	Male	212	56.74	8.588	0.426	NS
	Female	88	57.15	7.054		

From the above table, it is inferred that the calculated 't' value (0.426) is lesser than the table value (1.96) at 0.05 level. This implies that there is no significant difference between male and female students with visual impairment in higher education in their assertiveness.

2. There is no significant difference between students with partial and total visual impairment in higher education in their assertiveness.

Table -2

Showing significant difference between students with partial and total visual impairment in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Type of Visual Impairment	Partial	142	57.64	7.462	1.588	NS
	Total	158	56.16	8.701		

From the above table, it is inferred that the calculated 't' value (1.588) is lesser than the table value (1.96) at 0.05 level. This implies that there is no significant difference between students with partial and total visual impairment in higher education in their assertiveness.

3. There is no significant difference between students with acquired visual impairment and students with visual impairment by birth in higher education in their assertiveness.

Table -3

Showing significant difference between students with acquired visual impairment and students with visual impairment by birth in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Nature of Visual Impairment	Acquired	236	57.15	8.083	1.167	NS
	By birth	64	55.78	8.407		

From the above table, it is inferred that the calculated 't' value (1.167) is lesser than the table value (1.96) at 0.05 level. This implies that there is no significant difference between students with acquired visual impairment and students with visual impairment by birth in higher education in their assertiveness.

4. There is no significant difference between students with visual impairment in government and government aided higher educational institutions in their assertiveness.

Table -4

Showing significant difference between students with visual impairment in government and government aided higher educational institutions in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Type of Educational Institution	Govt	164	56.23	8.360	1.490	NS
	Govt. Aided	136	57.63	7.872		

From the above table, it is inferred that the calculated 't' value (1.490) is lesser than the table value (1.96) at 0.05 level. This implies that there is no significant difference between students with visual impairment in government and government aided higher educational institutions in their assertiveness.

- There is no significant difference between students with visual impairment studying undergraduate and post graduate degree in their assertiveness.

Table -5
Showing significant difference between students with visual impairment studying under graduate and post graduate degree in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Course of study	Under Graduate	220	56.17	8.201	2.500	S
	Post Graduate	80	58.75	7.781		

From the above table, it is inferred that the calculated 't' value (2.500) is greater than the table value (1.96) at 0.05 level. This implies that there is significant difference between students with visual impairment studying undergraduate and post graduate degree in their assertiveness. And the students with visual impairment studying post graduate courses are more assertive than the students with visual impairment studying under graduate courses.

- There is no significant difference between students with visual impairment studying through Tamil and English medium in higher education in their assertiveness.

Table -6
Showing significant difference between students with visual impairment studying through Tamil and English medium in their assertiveness

Variable	Category	N	Mean	S.D	't' value	Remarks
Medium of Instruction	Tamil	168	56.36	8.133	1.190	NS
	English	132	57.49	8.178		

From the above table, it is inferred that the calculated 't' value (1.190) is lesser than the table value (1.96) at 0.05 level. This implies that there is no significant difference between students with visual impairment studying through Tamil and English medium in higher education in their assertiveness.

Conclusion

Education enables the students with visual impairment to develop their assertive behaviour and to excel in their personal, educational and social endeavours. Higher education, especially the post graduate courses equip the students with visual impairment in their respective fields of education, which empower them to outshine in their communication and inter personal relationships hence in their assertive behaviour.

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"Assertiveness is not what you do, it's who you are!"

Shakti Gawin

"Assertiveness is your ability to act in Harmony with your self esteem without others"

"The basic difference between being and being aggressive is how our words and behaviour affect the rights and well bring of others"

Sharon Antony Bower

GENDER AND LOCALITY WISE ANALYSIS OF EMOTIONAL MATURITY OF HIGH SCHOOL TEACHERS

A. Vences

Dr. M. Antony Raj

ABSTRACT

This paper focuses on the teaching learning process by evaluating the emotional maturity of high school teachers. The research was a survey type, which consists of purposive sampling of 50 high school teachers in Dindigul district. The authors had used a standardized tool (Yashvir Singh & Mahesh Bhargava, 1990) for measuring the Emotional maturity of high school teachers in Dindigul district in Tamil Nadu. Personal data sheet was prepared by the investigators. The interpretation of data was done with statistical methods such as mean, standard deviation and 't'-test. There is no significant difference between high school teachers in their emotional maturity with reference to their gender. But they significantly differ with respect to locality.

Key words: Emotional Maturity, High School Teachers.

Introduction

Teachers' effectiveness is used broadly, to mean the collection of characteristics, competencies and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively and become effective citizens. An effective teacher shares some common characteristic like sense of humour, positive attitude, emotional maturity, high expectations, consistency, fairness and flexibility. Emotions do play a vital role in the life of an individual. To lead an effective life one is expected to have higher emotional maturity. It is also true that peoples' behaviour is constantly influenced by the emotional maturity level that people possess.

Need and Significance of the Study

Emotional maturity of an individual is an important determiner of one's behaviour. The consistency of an individual in any endeavour is bound to the emotional maturity he attained. This will further lead him to accept one as he or she is. Especially, teaching community feels deeply concerned about the emotional well being of teachers. The quality in education depends upon the

quality of teaching learning process. Teachers can no longer afford to overlook this part of their duty. There is also a need to prepare teachers with the demands and effect of their own emotional well being and maintaining their emotional balance. It has been observed that an effective teacher is that who is the master of his subject, but it is he, who can transact the knowledge to students as per their needs and interests and who can understand them well. To maintain a good classroom environment and control over the class, a teacher must be able to think properly and act emotionally balanced. The teachers' should have high emotional maturity in all their activities. They must be emotionally balanced, matured, competent and sharp. So that they may understand the feelings of the learners. This emotional attachment would create a congenial atmosphere among students. As a teacher, this thought, directs this researchers towards analyzing the emotional maturity of high school teachers.

Related Indian studies

Balakrishnan (2013) conducted a study on emotional maturity of teachers in relation to their subjects and their years of experience. This study concluded that the post graduate teachers with 15 years of experience had scored less on emotional maturity than the teachers with more than

15 years of experience. Emotional maturity of teachers had no relationship with their subjects and their years of experience. Thus the teachers with up to 15 years of experience were better in their emotional stability, social adjustment, independency, flexibility and adaptability in comparison to teachers with above 15 years of experience.

Mosavi and Iravani (2012) investigated on the relationship between emotional maturity and marital satisfaction. The findings of the study were that there was a negative correlation between emotional maturity and marital satisfaction. The result rejected the null hypothesis, which specified that there was a meaningful relationship between marital satisfaction and emotional maturity.

Objectives

1. To find out the level of emotional maturity of high school teachers with regard to gender.
2. To find out the level of emotional maturity of high school teachers with regard to locality of school.
3. To find out whether there is any significant difference in emotional maturity of high school teachers with regard to gender.
4. To find out whether there is any significant difference in emotional maturity of high school teachers with regard to locality of school.

Hypotheses

H₀1: There is no significant difference between male and female high school teachers in their emotional maturity.

H₀2: There is no significant difference between rural and urban high school teachers in their emotional maturity.

Delimitation

1. The study is limited to high school teachers in Dindigul district only.
2. The investigators had selected only 50 teachers as sample for the study.

Method used

The investigator had adopted survey method to do a “Gender and Locality wise analysis of Emotional maturity of high school teachers”.

Population and Sample

The population of the present study consisted of teachers those who are working in high schools of Dindigul district, Tamilnadu. The investigators had used purposive sampling technique for selecting the sample from the population. The sample consists of 50 high school teachers. Among them 9 were male and 41 were female.

Tool used

This study aims to evaluate the gender and locality wise emotional maturity of high school teachers. The investigators had used the Emotional Maturity Scale constructed and standardized by Yashvir Singh and Mahesh Bhargava (1990).

Statistics Techniques used

Mean, SD and ‘t’ test were used to analyse the data.

Table 1
Difference between Male and Female High School Teachers in their Emotional Maturity

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Male	9	38.78	6.418	0.04	NS
	Female	41	38.61	10.084		
Emotional Progression	Male	9	29.56	6.930	0.06	NS
	Female	41	29.54	8.477		
Social Adjustment	Male	9	32.33	5.431	0.68	NS
	Female	41	34.17	7.592		
Personality Integration	Male	9	31.89	5.667	0.32	NS
	Female	41	30.90	8.683		
Independence	Male	9	22.33	3.354	1.18	NS
	Female	41	24.44	5.070		
Overall Emotional Maturity	Male	9	154.89	17.913	0.22	NS
	Female	41	157.66	35.417		

(At 5% level of significance the table value of ‘t’ is 1.96) (NS – Not Significant)

Table 2
Difference between Rural and Urban
High School Teachers in their
Emotional Maturity

Dimensions	Locality of the School	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Rural	35	36.09	8.870	3.17	S
	Urban	15	44.60	8.288		
Emotional Progression	Rural	35	27.89	8.267	2.28	S
	Urban	15	33.40	6.631		
Social Adjustment	Rural	35	32.71	7.290	1.97	S
	Urban	15	36.47	6.610		
Personality Integration	Rural	35	29.51	8.034	2.1	S
	Urban	15	34.73	7.554		
Independence	Rural	35	22.74	4.003	3.20	S
	Urban	15	27.13	5.370		
Overall Emotional Maturity	Rural	35	148.94	31.071	2.90	S
	Urban	15	176.33	29.395		

(At 5% level of significance the table value of 't' is 1.96) (S - Significant)

- The table 1 reveals that there is no significant difference between male and female high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity.
- The table 2 reveals that there is significant difference between rural and urban high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity. While comparing the mean scores, the urban high school teachers are better than the rural high school teachers in their emotional stability, emotional progression, social adjustment, personality integration, independence and overall emotional maturity. This may due to the fact that the urban school teachers have more exposure to visit many schools and they involve in many activities, they are members in many organizations and acquire better social characteristics from social medias. So they

are better than rural teachers in their emotional maturity. Further, the urban teachers have more chances to observe and interact with different cultural groups. This finding is supported by the findings of Soni, J.C, (2015). It was found that the mean scores of both rural and urban students are 111.03 and 107.41 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value (2.46) was greater than the table value 1.96 at 0.05% level of significance. This means that the mean difference was significant. Hence, hypothesis was rejected.

Conclusion

Emotional development is one of the major aspects of human growth and development. The findings of study reveal that the locality of the teachers has a significant influence on their emotional maturity. In order to improve the emotional maturity of the teachers' group activities, picnics, tours and seminars should be regularly arranged. Further, students are considered as the future of our nation. But it is relied on how they grow up and brought up in the society. Much of this is depended upon teachers. So by cultivating a better emotional maturity among teachers would create a congenial atmosphere among students. So teachers should take initiatives to apply different measures to improve their emotional maturity.

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"Our maturity will be judged by how well we are able to agree to disagree and yet continue to love one another, to care for one another and cherish one another and seek the greater good of the others."

Desmand Tutu

"Maturity is not measured by age, its an attitude build by experience".

"Emotional maturity occurs when we can express our true feelings without need for reciprocation, validation, appreciation or trepidation. Our feelings become companions and not enemies"

CA Andrew

EFFECTIVENESS OF MULTIMEDIA IN TEACHING MATHEMATICS AT X STANDARD.

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ABSTRACT

Education makes the students become perfect by teaching of various subjects. Among the different subjects, mathematics has an important role. In spite of that students find it very difficult to learn the subject. Hence the investigators have made an attempt to employ the multimedia approach to teach the mathematics in order to make it easy to learn and to improve the academic performance of the learners in mathematics. In this experimental research, Parallel group design was employed and found that multimedia approach had enhanced the achievement of the learners.

Key words : Multimedia, Mathematics

Introduction

Mathematics is an important subject that undergoes tremendous development among children than that of the other subjects. In day to day life, mathematics is helping in all aspects. In spite of that students find it very difficult to learn. Therefore, it needs new strategies and techniques in teaching mathematics at secondary level. Recently computer has been introduced in teaching all subjects in schools which creates a positive impact in the teaching learning process.

In computer application, the Multimedia is one of the strategies which is the integration of multiple forms of media. This includes text, graphics, audio, video etc. While integrating more than one medium in teaching, it makes the learners to learn easily. Hence the investigators has made an attempt to find out the effectiveness of the multimedia in teaching mathematics at Xth standard level.

Need and significance of the study

Due to the advancement in Educational Technology, the learning processes has become more efficient and effective. Multimedia involves graphics, animation, sound and text that attracts and retains the attention of the students in learning environment. Learning through multimedia results in the utilisation of more senses by an individual and effective learning. Some of the children may learn

better through the use of different learning materials individually and combined rather than to listen to a mere talk of the teacher.

Scope of the study

Since this is an experimental study, the investigators made an attempt to know the treatment effect of the experimental factor. The purpose of the study is to investigate how far the multimedia approach is effective in teaching mathematics at X standard. This may throw light on the utility and benefit of multimedia not only in teaching other subjects but also at different levels from primary to university. This study also helps in creating better understanding of the concepts and retaining the same which in turn makes the students to score better marks in examinations.

Statement of the Problem

The investigators asked a question that whether multimedia would be effective in teaching mathematics at X standard?

Objectives of the study

Major Objective

To find out the effectiveness of multimedia in teaching mathematics at X standard.

Specific Objectives

- To find out the significant difference between the pre and post-test mean scores of control group
- To find out the significant difference between the pre and post-test mean

scores of experimental group due to treatment.

- To find out the significant difference between the pre-test mean scores of control and experimental groups due to treatment.

Hypotheses of the study

Major Hypothesis

The multimedia approach is better than the traditional approach in enhancing the achievement of mathematics at X standard.

Specific Hypotheses

1. There is no significant difference between the pre and post-test mean scores of control group.
2. There is no significant difference between the pre and post-test mean scores of experimental group due to the effectiveness of multimedia.
3. There is no significant difference between the post-test mean scores of control group and experimental groups due to treatment

Research Method

For the present investigation, the researchers adopted the Experimental method as it holds suitable for finding out the effectiveness of using multimedia in teaching mathematics among the students of X standard. In experimental method, Parallel Group design was employed in this study.

Sample of the study

The students studying X standard in the Government High School of Sakkottai itself is taken as the sample for the study as it is minimal in number, i.e. 40 students. The selected sample was assigned into two equated groups of 20 students each in control and experimental groups. Here the investigators employed convenient sampling technique for the selection of sample.

Tool for the study

The researchers constructed an achievement test as a tool for the study to collect the required data for the study.

Procedure of data collection

The test scores achieved by the students were the required data and was collected in two different stages, Pre-test and Post-test. In between both the tests, there happened the experimentation.

Composition of control & experimental group

The data collected from the pre-test gave the researchers for the rankings of 40 students from which the odd number rank holders were formed as one group and the even number rank holders were formed as the other group. The two groups were treated as the 'control group' and 'experimental group' that have undergone conventional teaching and multimedia instruction respectively.

Experimentation

A Multimedia Kit was used for treatment to the experimental group by the researchers. The Kit was carefully selected by the researchers from the available digitalised resources at Government High Schools, BRTs of Block Resource Centre (BRC) at Sakkottai union and with the help of experienced and experts of mathematics working in Government High Schools. The Multimedia kit was tried out for 45 days for a period of 45 minutes each day among the experimental group for teaching the content of the unit "Set Theory."

Data Collection

The test scores obtained from both the pre-test and post-test were the data for this study and which have been used for the analysis.

Statistical techniques used

The following statistical techniques have been employed for the analysis of collected data.

Mean, Standard Deviation and 't'-test

Analysis of the data

To find out whether there is any significant difference between the mean scores of the variables, the t-test was applied. Also the results were tabulated as below.

Hypothesis: 1

There is no significant difference between the pre and post-test mean scores of control group.

Table -1
Pre and post-test mean scores of control group

Group	N	Mean	S.D	't' value	Table value	Level of Significance
Pre-test	20	44.4	11.0562	4.8983	1.96	Significant at 0.05 level
Post-test	20	62.7	12.5264			

The Mean and Standard Deviation of control group pre-test were 44.4 and 11.0562, control group post-test were 62.7 and 12.5264 respectively. The calculated 't' value of the control group pre-test and control group post-test is 4.2693. As the calculated 't' value is greater than the table value, the null hypothesis, " There is no significant difference between the pre and post-test mean scores of control group" is rejected.

It is concluded that there is significant difference between the pre and post-test mean scores of the control group

Hypothesis: 2

There is no significant difference between the pre and post-test mean scores of experimental group due to treatment.

Table -2 Pre and Post-Test Mean Scores of Experimental Group

Group	N	Mean	S.D	't' value	Table value	Level of significance
Pre-test	20	43.2	10.9069	7.0222	1.96	Significant at 0.05 level
Post-test	20	73.3	15.7642			

The Mean and Standard Deviation of experimental group pre-test were 43.2 and 10.9069, experimental group post-test

were 73.3 and 15.7642 respectively. The calculated 't' value of the experimental group pre-test and control group post-test is 7.0222. As the calculated 't' value is greater than the table value, the null hypothesis, " There is no significant difference between the pre and post-test mean scores of experimental group due to treatment " is rejected.

It is concluded that there is significant difference between the pre and post-test mean scores of the experimental group due to treatment. It is evident from the present result that the Multimedia approach in teaching mathematics had a great impact on the achievement level among the students and is found effective and efficient.

Hypothesis: 3

There is no significant difference between the post-test mean scores of control and experimental groups due to treatment.

Table -3
Post-test mean scores of control and experimental group

Group	N	Mean	S.D	't' value	Table value	Level of
Control group	20	62.7	12.5264	2.354	1.96	Signi at (le
Experimental group	20	73.3	15.7642			

The Mean and Standard Deviation of control group post-test were 62.7 and 12.5264, experimental group pre-test were 73.3 and 15.7642 respectively. The calculated 't' value of the control group post-test and experimental group post-test is 2.354. As the calculated 't' value is greater than the table value, the null hypothesis, " There is no significant difference between the post-test mean scores of control and experimental group due to treatment " is rejected.

It is concluded that there is significant difference between the post-test mean scores of the control and experimental group due to treatment. It is

evident from the present result that the experimental group has achieved an incremental learning in mathematics due to multimedia approach.

Findings of the study

- There exists significant difference between the pre and post-test mean scores of control group.
- There exists significant difference between the pre and post-test mean scores of experimental group due to treatment of the multimedia approach.
- There exists significant difference between the post-test mean scores of control and experimental groups due to effectiveness of multimedia approach..

Conclusion

The destiny of the country is being shaped within the four walls of the classroom. The education has a wider meaning now-a-days. It aims at giving complete life to the pupils. The education in the present trend does not mean the mere text book learning. The experiences have shown that education is the product of experiences. It is more important for the learners to know how to learn rather than what to learn. At this juncture the usefulness of any material is acknowledged only when it is used in an efficient way. The mere instructions will not be valid unless it is planned and presented in an appropriate media. The investigators have experienced that the variety of learning experiences are always attracting the learners to learn further. From the results of the present study, the investigators conclude that multimedia approach provides greater learning opportunities for children. It's use in bringing new kinds of experiences for children in school is really interesting and meaningful. The investigators conclude that more number of educational institutions should come forward to make use of multimedia and computer assisted instruction for an effective and efficient learning.

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EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

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ABSTRACT

The main aim of the study is to find out significant difference among higher secondary school in EI with respect to certain demographic variables. Survey method was adopted for this study. The sample consists of 1014 higher secondary students (XI and XII standard) in and around Tirunelveli district. Simple random sampling technique was used. Emotional Quotient Inventory (EQ-i) a standardized tool developed by Bar-On (1997) was used to collect the data. The statistical technique used was mean, standard deviation and 't' test. The findings of the study were: there is no significant difference between emotional intelligence with respect to gender and medium of instruction.

Keywords: Emotional Intelligence, Higher Secondary Students.

Introduction

Emotional intelligence allows one to think more creatively and use one's emotions to solve problems. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. It describes abilities in their distinct form but is complementary to thinking process. Emotional intelligence totally depends on the thinking process. Education is promoting thinking ability that is important for developing emotional intelligence that becomes the prime concern of teacher education. To ensure quality Teacher Education, these two variables, emotional intelligence and adjustment, are considered as vital areas.

Need for the Study

Intelligence Quotient gives academic excellence but it is emotional quotient which is needed to excel in life and also to maintain compatible relationship with people socially. The students who have more Intelligence Quotient score more marks. But when they are in a chaotic situation they tend to lose control over their emotions and burst into feelings like anger and stress. But if the he has a good emotional quotient, student will give time for his mind, understand the situation and take a decision which

benefits not only him but also others around him. So, emotional intelligence enables students to navigate the complexities at school and also to motivate others. If students good emotional intelligence, their academic achievement will increase. Emotional intelligence is very important for higher secondary students. So the investigators had taken up this present study for investigation.

Statement of the Problem

The investigators are interested to analyse the Emotional intelligence of higher secondary students, whether they significantly differ in Emotional Intelligence with respect to Gender and Medium of Instruction.

Objectives of the Study

1. To find out the level of emotional intelligence and its dimensions such as self-regard, interpersonal relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy of higher secondary students.
2. To find out the differences, if any, in different dimensions of emotional intelligence such as self-regard, interpersonal relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy of higher

secondary students with respect to the gender.

- To find out the differences, if any, in different dimensions of emotional intelligence such as self-regard, interpersonal relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy of higher secondary students with respect to the medium of instruction.

Null Hypotheses of the Study

- There is no significant difference between male and female higher secondary students in their self-regard, interpersonal relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence in total.
- There is no significant difference between Tamil medium and English medium higher secondary students in their self-regard, interpersonal relationship, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence in total.

Methodology

The researchers adopted the survey method to study the emotional intelligence of higher secondary students.

Population and Sample

The population for the present study consisted of the higher secondary students in and around Tirunelveli district. The sample comprised of 1014 higher secondary students (XI and XII standard) who were taken for this investigation. The investigators collected the data from schools in Thoothukudi, Tirunelveli and Kanyakumari districts. They selected samples randomly from each school.

Tool use for the Study

The investigators had used standardized tool Emotional Quotient Inventory (EQ-i) developed by Bar-On (1997).

Statistical Techniques Applied

The statistical applications mean, Standard deviation and 't' test were applied for the study.

Data Analysis and Findings of the Study

Table 1
Level of Emotional Intelligence of Higher Secondary Students

Dimensions	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Self-Regard	1014	298	29.4	422	41.6	294	29.0
Interpersonal Relationships		126	12.4	634	62.5	254	25.0
Impulse Control		134	13.4	609	60.1	271	26.7
Problem Solving		136	13.4	612	60.4	266	26.2
Emotional Self-Awareness		299	29.5	422	41.6	293	28.9
Flexibility		299	29.5	421	41.5	294	29.0
Reality Testing		299	29.5	421	41.5	294	29.0
Stress Tolerance		296	29.2	423	41.7	295	29.1
Empathy		92	9.1	553	54.5	369	36.4
Emotional Intelligence		187	18.4	675	66.6	152	15.0

18.4%, 66.6% and 15% of higher secondary students have low, moderate and high level of emotional intelligence respectively.

Null Hypothesis 1

Table 2
Difference between Male and Female Higher Secondary Students in their Emotional Intelligence

Dimensions	Male (N = 434)		Female (N = 580)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Self-Regard	16.56	1.190	16.56	1.196	0.025	NS
Interpersonal Relationships	18.33	1.424	18.31	1.461	0.203	NS
Impulse Control	12.30	1.377	12.25	1.397	0.629	NS
Problem Solving	12.24	1.397	12.27	1.381	0.378	NS
Emotional Self-Awareness	16.56	1.188	16.55	1.198	0.146	NS
Flexibility	16.56	1.192	16.56	1.204	0.009	NS
Reality Testing	12.27	1.395	12.29	1.400	0.174	NS
Stress Tolerance	16.58	1.187	16.56	1.194	0.231	NS
Empathy	10.91	.998	10.91	.995	0.003	NS
Emotional Intelligence	132.31	3.110	132.26	3.099	0.284	NS

(Table value for df 1012 is 1.96 at 0.05 level of significance).

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their self-regard, interpersonal relationships, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence in the total.

Null Hypothesis 2

Table 3
Difference between Tamil Medium and English Medium Higher Secondary Students in their Emotional Intelligence

Dimensions	Tamil Medium (N = 614)		English Medium (N = 400)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Self-Regard	16.55	1.197	16.57	1.189	0.245	NS
Interpersonal Relationships	18.32	1.444	18.31	1.447	0.072	NS
Impulse Control	12.27	1.388	12.27	1.390	0.004	NS
Problem Solving	12.26	1.387	12.26	1.389	0.026	NS
Emotional Self-Awareness	16.55	1.197	16.57	1.189	0.147	NS
Flexibility	16.55	1.204	16.57	1.191	0.221	NS
Reality Testing	12.29	1.399	12.27	1.396	0.194	NS
Stress Tolerance	16.57	1.192	16.57	1.189	0.023	NS
Empathy	10.91	.997	10.91	.996	0.058	NS
Emotional Intelligence	132.27	3.126	132.29	3.071	0.111	NS

(Table value for df 1012 is 1.96 at 0.05 level of significance).

It is inferred from the above table that there is no significant difference between Tamil medium and English medium higher secondary students in their self-regard, interpersonal relationships, impulse control, problem solving, emotional self-awareness, flexibility, reality testing, stress tolerance, empathy and emotional intelligence.

Conclusion

Schools are organs of the nation's life which are ultimately responsible for

the development of well integrated, all round, wholesome personalities intelligence and values of their pupils. They have to develop moral as well as national character. The role of students in fostering emotional intelligence and adjustment should in no way be underestimated. They have a magnificent role to play by making use of all opportunities in and out of the school to develop the emotional intelligence adjustment and self-concept. Unless the students make conscious efforts in this direction, it will prove to be unserviceable. The students should themselves first try to develop their knowledge, values and academic abilities.

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ADJUSTMENT PROBLEMS OF COLLEGE STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The present study was conducted to investigate the adjustment problems of college students in relation to their academic achievement. The investigators used descriptive method employing survey as a technique. A sample of 1055 college students was randomly selected from the colleges of southern districts of Tamilnadu. Adjustment problem questionnaire was developed and validated by the investigators and was used for collecting data. The investigators had used 't'- test, ANOVA and for analyzing the data. Results indicated that there is significant difference between the college students in Adjustment problems with respect to gender. There is significant difference among the college students in adjustment problems with respect to discipline. There exists significant negative correlation between adjustment problem and academic achievement of college students. Regarding discipline there is significant negative correlation exist between adjustment problem and academic achievement of college students.

Key words : Adjustment problems, Academic Achievement

Introduction

Adjustment is a psychological process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. According to Webster (1951) "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like". The individual must adjust to his physical and social environment in order to live happily and meaningfully. The adjustment is a crucial problem of the modern world. This poses the serious threat to the adjustment of the individuals particularly to the adolescents/ college students. College students, in a transitional period from late adolescence to early adulthood, meet quite a few new and ever-complicated surroundings which they have never encountered before. They experience a wide variety of difficulties in making satisfactory adjustments to college life. Academic achievement is the educational goal that is achieved by a student, over a certain period. They achieve or do well in

an area of school and do well in their studies (Winfield 1990). A number of studies reported that there is strong positive association between psychological adjustment and academic achievement in students (Jacobson, 2012; Arnold, 1997; Gold, 1978; Dockett, Perry & Tracey, 1997). So this is the need of an hour to highlight the relationship between adjustment problems and academic achievement of college students, so that the remedial approaches may be taken to curb their problems.

Significance of the study

Adjusting to college life immediately after school becomes a difficult transition for many students. It is always hard to adjust to new patterns of life. The adjustment, young adults must make today are especially difficult because the preparation they received in childhood and adolescence was usually unrelated to or unsuited to the new life style. Therefore they may face adjustment problems in family as well as in society. The adjustment problems should affect their academic achievement. Hence it is necessary to study the adjustment