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# INIGO EDU RESEARCH

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## EDITORIAL

Dear Readers,

Warm Greetings & Happy New Year

Our knowledge is limited and there are many problems waiting to be solved in every subject. We identify the vacuum in our knowledge and try to address it by asking relevant questions and seeking answers to it. Role of research is to provide a method for obtaining those answers by inquiringly studying the evidence within parameters of the scientific method.

“Knowledge generated by research is the basis of sustainable development, which requires that knowledge be placed at the service of development, be converted into applications and be shared to ensure widespread benefits.” says Mary Louise Kearney, Director of the UNESCO Forum on Higher Education, Research and Knowledge.

This issue brings to the readers a variety of research articles to provide feast to their knowledge. N.Allimuthu and P.Muthupandi studied the attitude of B.Ed trainees towards ICT. A.Nancy and M.Maria Saroja investigated the attitude towards SUPW among prospective teachers in Tirunelveli District. Study habits and Academic Achievement of Commerce students at Higher Secondary stage was an interesting research dealt by M.Anitha Narayani and D.Packia Lakshmi. V.Flowerlet and D.Thomas Alexander investigated on Stress Management of B.Ed trainees with special reference to gender and social media. C.Aruna Rekha inquired on maternal participation in nurturing early literacy practices. Spiritual intelligence and achievement motivation of senior secondary students was analysed by Jose and S.Amaladoss Xavier. S.Francisca studied the attitude of primary school teachers towards Inclusive Education in Tirunelveli District. These articles throw light on unique areas. We thank all the contributors and we also invite reflections and feedback.

**Dr.S.Francisca,**  
Chief Editor



## A STUDY OF ATTITUDE TOWARDS ICT AMONG B.ED TRAINEES

N.Allimuthu

Dr.P.Muthupandi

### ABSTRACT

The study was intended to find out the Attitude towards B.Ed. Trainees in selected districts, Tamilnadu. Cluster sampling techniques was used to select sample of 1050 B.Ed, Trainees. The Mean, Standard Deviation, 't' test and ANOVA test statistical techniques have been used in the present study for the analysis of collected data. The result showed that, there is no significant difference in Attitude towards ICT of B.Ed. trainees with reference to their Gender, Locality of the student, Type of Family, Residence, Location of the College, Nature of College, Type of College, Smart Phone with Internet Connection in your Mobile and Face Book Account. But there is significant difference in Attitude towards ICT of B.Ed. trainees with reference to Medium of Instruction, Browsing Habit, Internet Connection at Home, E-Mail ID and having WhatsApp Account.

**Keywords: Attitude towards ICT, B.Ed. Trainees**

### Introduction

There is an immediate need for integrating ICT in school education, college education and teacher education. For integrating ICT in school education, it is necessary to strengthen ICT in teacher education. It is really a challenging task to strengthen ICT in teacher education because a large majority of the teacher education institutions are ill-equipped or under-equipped with respect to ICT. Each teacher training institute needs to have an ICT laboratory having a server and an adequate number of nodes with UPS and the required accessories to cater to the needs of teacher training on ICT.

ICT has an enormous scope for bringing range of educational sources and resources into the classroom facilitating teachers to teach and learners to learn. It has potential to motivate students, encourage individualized learning, facilitating differential experiences, helping curriculum to be tailor made based on the needs of individual students, increased range of sources and resources available and providing feedback on learning outcomes. Looking to this potential, ICT has wide and varied scope in education.

### Significance of the Study

In the present educational scenario, ICT is considered as an important tool in the entire educational system - curriculum, instruction, and management. Instruction no longer is conducted within the four walls of classroom. In the ICT era, learning takes place anytime and anywhere. The academic community has to cope with this type of learning mode as brought out by ICT. The innumerable publication of articles in newspapers, journals and magazines and continuous debates in mass media as a result of globalization of education clearly underscore the importance of information and communication technology at all levels of education. Therefore any attempt to study any aspect of ICT is termed to be fruitful and significant as the research may bring new ideas and facts about ICT and its application in education.

### Statement of the Problem

The present study has been specifically intended to study, the "A STUDY OF ATTITUDE TOWARDS ICT AMONG B.Ed. TRAINEES". The relative contribution of personal variables, college related variables and research variables (Gender, Locality of the student, Birth Order, Type of Family, Educational Qualification, Marital Status, Residence,



Location of the College, Nature of College, Type of College, Father's Education, Mother's Education, Father's Occupation, Mother's Occupation, Monthly income of the Family (PM) ) are investigated in this study.

#### **Objectives of the study**

1. To find out the Attitude towards ICT of B.Ed. Trainees with reference to certain background variables.

#### **Hypotheses of the Study**

1. There is no significant difference in Attitude towards ICT of B.Ed. trainees with reference to certain background variables.

#### **Review of related literature**

S. Thanuskodi, (2013), "Awareness and Use of ICT among Under Graduate Degree Students of Rural Areas in Tuticorin District, India: A Study", The use of information and communication technologies no doubt is gaining momentum in Indian higher education . The Internet is used by faculty, staff and students in sourcing information. Information and communication technologies assist libraries in providing efficient and current information services. Once the staff and students are able to use these technologies effectively, the teaching, learning and research activities in the college will be made easier for the college community. ICT usage will facilitate development since there will be free flow of information. The electronic revolution, specifically, Internet is narrowing the information gap. The power of web technology is enabling the generator of information to disseminate their creativity at low cost and high speed. Internet is the gateway for libraries and information centers to enter the Electronic Information Era and is providing the information, generated by different organizations, institutions, research centers and individuals all over the world. This paper is an attempt to investigate the use of Information and Communication Technology among the students of rural areas in Tamil Nadu. For this purpose a

survey was carried out using questionnaire tool. The findings indicated that more than half acquired their internet skill through training from the colleges. The results indicated majority of students used Internet weekly (56.53%). The study found that most of the respondents 73.91% use internet for literature search.

#### **Method Adopted**

Survey method was used for the present study. Survey is a procedure in which data are systematically collected from a population through some form of direct solicitation such as face-to-face interview, questionnaire or schedule.

#### **Population of the study**

The population for the investigation was the B.Ed. Trainees from Trichy, Pudukkottai, Madurai, Karur and Theni Districts of Tamil Nadu.

#### **Sample of the Study**

The investigator and associates observed the classes of B.Ed. Trainees of government and private colleges in Trichy, Pudukkottai, Madurai, Karur and Theni. A total of 1050 cases (B.Ed. Trainees) formed the sample through cluster sampling method.

#### **Tools used in this study**

##### **Attitude towards Information Communication Technology (ICT) Scale**

In order to collect data regarding the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, the investigators had constructed a new scale. Attitude of Information and Communication Technology has number of tools for its measurement but to measure the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, there was no standard tool available. Hence the investigators developed a tool to measure the Attitude towards Information Communication Technology (ICT) of B.Ed. Trainees, which consists of 21 statements with five point rating scale.

#### **Statistical techniques used**

The Mean, Standard Deviation, 't' test and ANOVA test statistical techniques have



been used in the present study for the analysis of collected data.

### Hypotheses testing

1. There is no significant difference in the

mean scores of Attitude towards ICT of B.Ed. trainees with reference to certain background variables.

**Table-1**

Significant difference in the mean scores of Attitude towards ICT of B.Ed. trainees with reference to certain background variables.

Sl. No.	Variables	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
1.	Gender	Male	353	75.08	18.563	2.289	1.96	NS
		Female	697	77.78	17.778			NS
2.	Locality of the student	Rural	870	76.58	17.804	1.140		NS
		Urban	180	78.27	19.359			NS
3.	Type of Family	Nuclear	752	77.22	17.922	0.993		NS
		Joint	298	75.99	18.480			NS
4	Marital Status	Married	449	77.38	19.237	0.779		NS
		Unmarried	601	76.50	17.175			NS
5.	Residence	Day Scholar	943	76.99	18.088	0.606		NS
		Hostel	107	75.87	18.080			NS
6.	Location of the College	Rural	988	76.93	17.908	0.370		NS
		Urban	62	76.05	20.803			NS
7	Nature of College	Girls	28	76.18	16.766	0.206		NS
		Co-education	1022	76.89	18.124			NS
8	Type of College	Government	12	77.75	16.998	0.169		NS
		Self-Finance	1038	76.86	18.101		NS	
9	Medium of Instruction	Tamil	547	78.36	16.999	2.788	S	
		English	503	75.26	19.076		S	
10	Browsing Habit	Yes	441	78.60	18.833	2.639	S	
		No	609	75.62	17.427		S	
11	Internet Connection at Home	Yes	195	79.81	16.474	2.520	S	
		No	855	76.20	18.372		S	
12	Smart Phone with Internet Connection in your Mobile	Yes	300	78.49	17.070	1.831	NS	
		No	750	76.23	18.442		NS	
13	E-Mail ID	Yes	378	78.50	18.116	2.194	S	
		No	672	75.96	18.011		S	
14	Face Book Account	Yes	243	78.18	18.149	1.282	NS	
		No	807	76.48	18.054		NS	
15	WhatsApp Account	Yes	181	80.55	18.284	3.021	S	
		No	869	76.11	17.955		S	

Since the calculated value of 't' is less than the table value (1.96) at 5% level of significance, there is no significant difference in Attitude towards ICT of B.Ed. trainees with reference to their Gender, Locality of the student, Type of Family, Residence, Location of the College, Nature of College, Type of College, Smart Phone with Internet

Connection in your Mobile, Face Book Account.

Since the calculated value of 't' is higher than the table value(1.96) at 5% level of significance, there is a significant difference in Attitude towards ICT of B.Ed. trainees with reference to their Medium of Instruction, Browsing Habit, Internet Connection at Home, E-Mail ID, WhatsApp Account.



## FINDINGS OF THE STUDY

1. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their gender.
2. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Locality of the student.
3. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Type of Family.
4. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Marital Status.
5. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Residence.
6. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Location of the College.
7. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Nature of College.
8. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Type of College.
9. There is a significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Medium of Instruction.
10. There is a significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Browsing Habit.
11. There is a significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Internet Connection at Home.
12. There is no significant difference in Attitude towards ICT of B.Ed.

Trainees with reference to their Smart Phone with Internet Connection in your Mobile.

13. There is a significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their E-Mail ID.
14. There is no significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Face Book Account.
15. There is a significant difference in Attitude towards ICT of B.Ed. Trainees with reference to their Whatsapp Account.

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## ATTITUDE TOWARDS SOCIALLY USEFUL PRODUCTIVE WORK - A STUDY AMONG PROSPECTIVE TEACHERS IN TIRUNELVELI DISTRICT

A.Nancy

Dr.M.Maria Saroja

### ABSTRACT

This article focuses its attention on measuring the attitude of prospective teachers towards the Socially Useful Productive Work (SUPW). For achieving this, the investigators adopted survey method of research. For data collection, the investigator used self-constructed tool to measure the attitude of prospective teachers towards socially useful productive work. All the prospective teachers studying the B.Ed. degree course in the Colleges of Education formed the population of the study. From the population, the investigator selected 500 prospective teachers using simple random sampling technique. 't' test and chi-square analysis were used for data analysis. The study revealed that there is significant difference between graduate and postgraduate prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

**Keywords: Attitude, Socially Useful Productive Work, Prospective Teachers**

### Introduction

Socially Useful Productive Work (SUPW) has been described by the Ishwaribai Patel Committee as purposive, meaningful, manual work resulting into either goods or services, which are useful to community. The first word "Socially" emphasizes that a child who has attained a maximum level of education should be able to function efficiently in his or her community both in respect of social skills and work skills and also in terms of adjustment to the immediate group. The needs of the community are not very different from the community in which the child lives.

The second word "Useful" stresses that the work lead to something that is useful to the child and also to the general group, community or society in terms of return. The third word "Productive" means that product or service (whether concrete or abstract) should be useful in addition to existing resources or practice of the community.

In total, SUPW is the purpose and meaningful work resulting in either goods or services, which are useful to the community. Socially Useful Productive Work is primarily a tool of education in

work, and this work education should be imparted through work itself. Socially Useful and Productive Work (SUPW) is an ancillary but mandatory part of the B.Ed. curriculum. Hence, the prospective teachers should know about the nature and importance of Socially Useful and Productive Works and which may improve their overall performance in the B.Ed. degree course. So, it is the duty of the teacher educators or mentor teachers to allocate several Socially Useful and Productive Works to the prospective teachers by developing a favourable attitude towards SUPW.

### Significance of the Study

Craft activity offers rich scope for the exercise of social instinct and makes far better adjustments. It offers opportunities for all-round development of personality of knowledge, feeling and striving of head, heart and hand - in a way and in a sense in which no other subject is commonly devised curricula does.

Arts and craft is a discipline of work, because it demands attention, concentration, perseverance, accuracy, precision and foresight. Introduction of craftwork would reduce the case of delinquency. Education for leisure stands



as an acute problem. Of the many interests commonly chosen handwork offers the richest opportunities for relaxation, for self-expression and development of constructive and creative interests.

Craft education will prepare ground for efficient workers. It arouses interest in gaining knowledge and to help the physical, mental and moral development of the child. Arts and craft train the eye and hand to their best use and create love for work, work done with skill and ease gives enjoyment. It stimulates habit attention to details through craftwork.

In short, SUPW is now being considered inseparable from the educational process as a whole if education is to respond to the need of modern time. It is necessary to build two-way bridges between education and productivity at all levels. General education may no longer be considered complete without at least an introduction to SUPW. SUPW should form a part of general education right from primary stage. Thus, it is clear that SUPW is a very useful subject in life.

SUPW attempts to develop faculties of knowledge, reasoning power or powers of judgement. It is based on the principles of learning by doing, which means that practical activity is the best means of instruction in all subjects. Every mental process has a motor accompaniment muscular adjustments are closely interwoven with all mental activities. It provides opportunities for an all-round development of personality of knowledge. The above discussion justifies the importance of SUPW and therefore the investigator aimed at plunging into a research on this topic.

#### **Background of the Study**

**Zehohole Angami (1983)**, in her study of Socially Useful productive Work Programme in the high schools of Kohima Town, found that- 85.71% of the teachers agreed that SUPW helps children to know about the world of work. According to the

data, 97.6% of the teachers agreed that SUPW helps the children to learn various types of activities. 73.8% of the teachers agreed that SUPW helps pupils in acquiring vocational maturity. 61.8% of students agreed that schools do not provide proper facilities for SUPW activities.

**Bhatnagar (1988)** conducted a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education. The findings stressed on (1) the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

**Patted (1992)** studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact on the qualitative improvement of the secondary teacher education programme in Karnataka. The findings were: (1) most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities, (2) a majority of the colleges were run by the students' fees, donations and management funds, except the colleges run by the State government or the university.

#### **Objectives**

1. To study the significance of difference between the male and female prospective teachers in their attitude towards SUPW.
2. To study the significance of difference between the urban and rural prospective teachers in their attitude towards SUPW.
3. To study the significance of association between the nature of the



college and the attitude of prospective teachers towards SUPW.

4. To study the significance of difference between graduate and postgraduate prospective teachers in their attitude towards SUPW.

### Hypotheses

1. There is no significant difference between the male and female prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).
2. There is no significant difference between the rural and urban prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).
3. There is no significant association between the nature of college and attitude of prospective teachers towards Socially Useful Productive Work (SUPW).
4. There is no significant difference between graduate and postgraduate prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

### Methodology

The investigators employed descriptive method using survey as technique to study the attitude of prospective teachers towards the Socially Useful Productive Work (SUPW). For data collection, the investigators used self-constructed tool to measure the attitude of prospective teachers towards socially useful productive work. The researchers had drawn a sample of 500 prospective teachers studying in various B.Ed. colleges in Tirunelveli district using simple random sampling technique. 't' test and chi-square analysis were used for data analysis.

### ANALYSIS AND FINDINGS

#### Hypothesis - 1

There is no significant difference between the male and female prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

**Table - 1**  
**Difference between male and female prospective teachers in their Attitude towards Socially Useful Productive Work (SUPW)**

Gender	N	Mean	SD	Calculated 't' Value	Table Value	R
Male	244	133.62	26.47	1.22	1.96	NS
Female	256	136.55	27.31			

From the above table, it is observed that the calculated 't' value is less than the table value at 0.05 level. So, the null hypothesis is accepted. Hence there is no significant difference between the male and female Prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

#### Hypothesis - 2

There is no significant difference between the rural and urban prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

**Table - 2**  
**Difference between Rural and Urban Prospective Teachers in their Attitude towards Socially Useful Productive Work (SUPW)**

Locality	N	Mean	SD	Calculated 't' Value	Table Value	R
Urban	291	133.58	26.90	1.51	1.96	NS
Rural	209	137.27	26.85			

From the above table, it is observed that the calculated 't' value 1.51 is less than the table value at 0.05 level. So the null hypothesis is accepted. Hence there is no significant difference between rural and urban prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

#### Hypothesis - 3

There is no significant association between the nature of college and attitude of prospective teachers towards Socially Useful Productive Work (SUPW).



**Table - 3**  
**Association between attitude of prospective teachers towards Socially Useful Productive Work (SUPW) and the Nature of College**

Nature of College	Negative	Neutral	Positive	df	Calculated $\chi^2$ Value	Table Value	R
Coeducation	27(29)	110(107)	29(31)	4	1.07	9.49	NS
Girls	32(30)	104(109)	34(31)				
Boys	28(29)	107(105)	29(30)				

From the above table, it is inferred that the calculated  $\chi^2$  value is less than the table value at 0.05 level. So, the null hypothesis is accepted. Hence there is no significant association between the attitude of prospective teachers towards Socially Useful Productive Work (SUPW) and the nature of college.

#### Hypothesis - 4

There is no significant difference between graduate and postgraduate prospective teachers in their attitude towards Socially Useful Productive Work (SUPW).

**Table - 4.**  
**Difference between the Graduate and Postgraduate Prospective teachers in their attitude towards Socially Useful Productive Work (SUPW)**

Qualification	N	Mean	SD	Calculated 't' Value	Table Value	R
Graduate	271	132.89	26.72	2.03	1.96	S
Postgraduate	229	137.77	26.96			

From the above table, it is inferred that the calculated 't' value is greater than the table value at 0.05 level. So the null hypothesis is rejected. Hence there is significant difference between graduate and postgraduate Prospective teachers in their attitude towards Socially Useful Productive Work (SUPW). The prospective teachers with postgraduate qualification have better attitude towards socially useful productive work.

#### Discussion

From the findings of the study, it is

observed that the prospective teachers with postgraduate qualification have better attitude towards socially useful productive work when compared with their counterparts. This clearly indicates the fact that the qualification of the prospective teachers plays a vital role in their attitude towards socially useful productive work. Prospective teachers with higher qualification may perform well in their teaching profession by using all their skills and capabilities with utmost care and attention in order to make their profession in a successful manner. In the PG level the mode of curricular transaction is mainly activity oriented, this will help the students to develop the skill of keen observation, construction, and experimentation, these skills are the important core factors of SUPW. In the case of the findings of Zehohole Angami (1983), majority of the teachers agreed that SUPW helps the children to learn various types of activities. This is also in agreeing with the findings of the present study. Hence, the investigators of the present study interpreted the observations as mentioned earlier that there may be significant influence on the attitude of prospective teachers towards SUPW, with special attention on their higher level qualification.

#### Conclusion

From this research, the researchers have come to the conclusion that the prospective teachers have positive as well as favourable attitude towards SUPW. So that, they can perform the teaching profession in a very good manner in order to produce the younger generation with all skills and talents that are needed for meeting out the future needs of the globe. Hence, it is the right time to take initiative steps to develop positive as well as favourable attitude towards SUPW.



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*“Taken as a whole , a vacation or vocations are the best medium for the all-round development of a boy or a girl and, therefore, the Syllabus should be woven round vocational training, primary education to be self-supporting”.*

**-Gandhi.**

*“Creating is allowing yourself to make mistakes.*

*At is knowing which ones to keep”.*

**-Scott Adams.**



**STUDY HABITS AND ACADEMIC ACHIEVEMENT OF COMMERCE GROUP  
STUDENTS AT HIGHER SECONDARY STAGE**

**Anitha Narayani.M**

**Dr.D.Packia Lakshmi**

**ABSTRACT**

The present study was conducted to investigate the relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage. In order to study the problem, the survey method was used to collect the data. The sample of the present study was 70 Commerce group students at higher secondary stage were randomly selected from the schools of Kanyakumari District. The data were analyzed by using Mean, Standard Deviation, t-test, and Correlation analysis. The findings of the study revealed that positive and significant relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage

**Key words : Study Habits, Academic Achievement , Commerce Group Students**

**Introduction**

The child begins to form habits very early and his tendency gets firmly conditioned in the early years of childhood. Habit implies a fixed routine response to a specific situation. According to Woodworth, "Habit is a well learned performance". Habit is the most striking and useful characteristic of the growing child. The general task is cultivation of proper habits, the sole aim of education. A study habit means the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behavior adopted by students in the pursuit of their studies is considered under the caption of their study habits.

**Significance of the study**

The period of adolescence is very important to a development of an individual. Habit occupy very important place in education and in the development of personality. Higher learning is also based on to a certain extent upon habits. For achieving good study habits, one must have the desire to learn with full working abilities and talents. All these are fulfilled in his assignment work, in class room interaction, for examination purpose. Besides he must have good memory, self-discipline in studying and skill in

assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one's mind requires the development of good study habits.

**Background of the study**

- **Kavitha Verma (2015)** has conducted a study on, "Study Habits and Academic Achievement of higher secondary school students". The study showed that there is no significant correlation between the subjects and various dimension of study habits.
- **Pemble and Rachel (2005)** have conducted a study on, "An exploration of student differences related to study skills and student school performance". Results of one-way ANOVAs indicated that significant differences exist between student groups when their total score of the SSI (Study Skills Inventory), Factor One score of the SSI, Factor Two score of the SSI, and GPA (Grade Point Averages) were assessed. Effect sizes associated with these differences ranged from medium to large.

**Statement of the Problem**

Study Habits and Academic Achievement of Commerce Group Students at Higher Secondary Stage.

**Objectives**

- To find out whether there is any significant difference between male



- and female Commerce group students at higher secondary stage in their Study Habits.
- To find out whether there is any significant difference between Tamil and English medium Commerce group students at higher secondary stage in their Study Habits.
  - To find out whether there is any significant relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage.

#### Hypotheses

- There is no significant difference between male and female Commerce group students at higher secondary stage in their Study Habits.
- There is no significant difference between Tamil and English medium Commerce group students at higher secondary stage in their Study Habits.
- There is no significant relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage.

#### Research Methodology

The survey method was used to the present study. A sample of 70 Commerce Group Students was drawn adopting Random Sampling Technique from 3 Higher Secondary Schools of Kanyakumari District. The tools used for the present study were (i) Personal Data Schedule, (ii) Study Habits Inventory (developed by the investigator), (iii) In the study Academic Achievement was taken as the total marks obtained by students in quarterly examination. Mean, Standard Deviation, t-test, and Correlation analysis were the statistical techniques used to analyze the data that was collected.

#### Analysis

**Table – 1**  
**Difference Between Male And Female Commerce Group Students At Higher Secondary Stage In Their Study Habits**

Category	Number	Mean	S.D	Calculated 't' value	Table value	R
Male	30	70.15	8.45	0.044	1.96	NS
Female	40	78.16	8.50			

From table 1, it is evident that the calculated 't' value was less than the table value 1.96. This means that there is no significant difference between male and female Commerce group students at higher secondary stage in their Study Habits.

**Table – 2**  
**Difference Between Tamil And English Medium Commerce Group Students At Higher Secondary Stage In Their Study Habits**

Category	Number	Mean	S.D	Calculated 't' value	Table value	R
Tamil	32	83.3	7.84	0.044	1.96	NS
English	38	89.16	10.76			

From table 2, it is evident that the calculated 't' value was less than the table value 1.96. This means that there is no significant difference between Tamil and English medium Commerce group students at higher secondary stage in their Study Habits.

**Table – 3**  
**Relationship Between Study Habits And Academic Achievement Of Commerce Group Students At Higher Secondary Stage**

Variable	Number	d.f (N-2)	Calculated 'r' value	Table 'r' value	R
Study Habits	70	68	0.327384	0.217	S
Academic Achievement					

It is very clear from the above table that the calculated 'r' value was greater than the table value 0.217. This means that there is significant relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage.

#### Discussion

The present study reveals that there is no significant difference between male and female Commerce group students at



higher secondary stage in their Study Habits. There is no significant difference between Tamil and English medium Commerce group students at higher secondary stage in their Study Habits. The study showed that there is positive and significant relationship between Study Habits and Academic Achievement of Commerce group students at higher secondary stage. So it can be interpreted that if the students have study habits, they can also improve their learning skills. They can achieve their goals by learning systematically.

### Conclusion

Study Habit is an important factor in promoting the academic achievement of students. It helps the students to internalize the educational values. When parents communicate their values about education and learning, students school performance were more enhanced and had higher perceived academic competence. Teachers can give homework assignments and book activities. It is possible to promote good Study Habits among the pupils.

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*"If you study to remember you will forget, but if you study to understand, you will remember"*

*"We are what we repeatedly do. Excellence, then, is not an act, but a habit".*  
-Aristotle.

*"Successful people form the habit of doing what failures won't do".*



## STRESS MANAGEMENT OF B.ED. TRAINEES IN RELATION TO THEIR GENDER AND SOCIAL MEDIA

V. Flowerlet

Rev. Dr. D. Thomas Alexander, S.J.,

### ABSTRACT

The main objectives of this study were to find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of gender and social media. Survey method was adopted for this investigation. 1050 B.Ed. trainees were selected by random sampling technique from 30 Colleges of Education in Kanyakumari, Tirunelveli and Thoothukudai districts. After framing necessary objectives and hypotheses appropriate analysis was carried out for the collected data. The result show that no significant difference found between male and female B.Ed. trainees in their stress management and its dimensions. No significant difference found between B.Ed. trainees of having access and not having access to social media in the dimension academic stress management. But there is significant difference found between B.Ed. trainees of having access and not having access to social media in the dimensions personal stress management, social stress management and stress management.

**Key words : Stress Management, B.Ed., Trainees, Gender, Social Media**

### Introduction

Stress has become a part of our civilized life today. It is a normal psychological and physical reaction to the ever increasing demands of life. Stress symptoms include mental, social and physical manifestations. These include exhaustion, loss or increase of appetite, headaches, crying, sleeplessness, and oversleeping. Most of the people experience stress at one time or another. Without stress, there would be no life. However, excessive or prolonged stress can be harmful. Stress is unique and personal. **Stress Management** is the ability to maintain control when situations, people, and events make excessive demands. It is nothing but controlling one's stress level within limits, not injuring the physical and mental well-being or an individual.

### Significance of the Study

There are number of activities conducted in the colleges of education like microteaching practice, 20 weeks intensive teaching, one week citizenship training, educational tour, preparation of records, teaching aids, seminars and assignments. Due to number activities conducted in the B.Ed. programme, the trainee teachers

were very much stressed physically, mentally and psychologically. Hence the investigator was interested to find out the stress management of the B.Ed. trainees.

### Objectives of the Study

The investigator has evolved the following objectives for her study.

1. To find out the level of stress management and its dimensions of B.Ed. trainees.
2. To find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of gender.
3. To find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of social media.

### Null Hypotheses

1. There is no significant difference between male and female B.Ed. trainees in their stress management and its dimensions.
2. There is no significant difference between B.Ed. trainees of having access and not having access to social media with reference to stress management and its dimensions.



## Methodology

The investigator adopted the survey method to find out the stress management of B.Ed. trainees.

### Population for the Study

The population for the present study consists of B.Ed. trainees, who are studying in Tirunelveli, Thoothukudi and Kanyakumari districts.

### Sample for the Study

The investigator has used random sampling technique for selecting the sample from the population. The sample was randomly selected from 30 colleges of education out of 77 colleges of education at Kanyakumari (36), Tirunelveli (27) and Thoothukudi (14) districts (According to TNTEU 2014 - 2015). From these colleges of education, 1050 of B.Ed. trainees were selected by simple random sampling technique.

### Tool Used

Stress management scale was constructed and validated by the investigator and the guide (Flowerlet & Thomas Alexander, 2015) and a General Datasheet designed for the purpose.

### Data Analysis

The investigator has used mean, standard deviation, percentage analysis and 't'-test.

**Table 1**  
Level of stress management of B.Ed. trainees

Dimensions of Stress management	Low		Moderate		High	
	N	%	N	%	N	%
Personal stress management	221	21.0	575	54.8	254	24.2
Social stress management	255	24.3	559	53.2	236	22.5
Academic stress management	240	22.9	590	56.2	220	21.0
<b>Stress Management</b>	260	24.8	533	50.8	257	24.5

It is inferred from the above table that 21% of B.Ed. trainees have low, 54.8% of them have moderate and 24.2% of them have high level of personal stress management. 24.3% of B.Ed. trainees have low, 53.2% of them have moderate and 22.5% of them have high level of social stress management.

22.9% of B.Ed. trainees have low, 56.2% of them have moderate and 21% of them have high level of academic stress management.

24.8% of B.Ed. trainees have low, 50.8% of them have moderate and 24.5% of them have high level of stress management.

**Table 2**  
Difference between male and female B.Ed. trainees in their stress management and its dimensions

Dimensions of Stress management	Category	N	Mean	S.D	't' value	R
Personal stress management	Male	110	54.973	7.8032	0.573	NS
	Female	940	54.530	7.6484		
Social stress management	Male	110	61.727	8.8306	0.888	NS
	Female	940	62.447	7.9481		
Academic stress management	Male	110	55.455	8.4567	1.492	NS
	Female	940	56.831	9.2339		
Stress Management	Male	110	172.155	20.1076	0.828	NS
	Female	940	173.807	19.7656		

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

It is inferred from the above table that the calculated 't' value is less than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is accepted. It shows that there is no significant difference between male and female B.Ed. trainees in their stress management and its dimensions.



**Table 3**  
**Difference between groups of B.Ed. trainees having access and not having access to social media in their stress management and its dimensions**

Dimensions of Stress management	Category	N	Mean	S.D	Calculated 't' value	R
Personal stress management	Having access	586	55.02	7.5283	2.139	S
	Not having access	464	54.00	7.7993		
Social stress management	Having access	586	63.08	7.9708	3.262	S
	Not having access	464	61.46	8.0521		
Academic stress management	Having access	586	57.12	8.9267	1.729	NS
	Not having access	464	56.13	9.4308		
Stress Management	Having access	586	175.23	19.4908	2.956	S
	Not having access	464	171.61	20.0189		

*(At 5% level of significance the table value of 't' is 1.96)*

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) at 5% level of significance in the dimension in the dimensions of personal stress management, social stress management and stress management. Hence the respective null hypothesis is rejected. But the calculated 't' value is less than the table value (1.96) at 5% level of significance in the dimension of academic stress management. Hence the respective null hypothesis is accepted.

While comparing the mean scores of B.Ed. trainees of having access to social media (mean=55.02, 63.08, 175.23) and not having access to social media (mean=54.00, 61.46, 171.61) it is inferred that B.Ed. trainees having access to social media have more stress management in the dimensions of personal, social and stress management than B.Ed. trainees not having access to social media.

#### **Findings**

24.2% of B.Ed. trainees have high level of personal stress management. 22.5% of them have high level of social stress management. 21% of them have

high level of academic stress management. 24.5% of them have high level of stress management.

No significant difference found between male and female B.Ed. trainees in their stress management and its dimensions.

No significant difference found between B.Ed. trainees of having access and not having access to social media in the dimension academic stress management. But there is significant difference found between B.Ed. trainees of having access and not having access to social media in the dimensions personal stress management, social stress management and stress management. While comparing the mean scores of B.Ed. trainees of having access to social media (mean=55.02, 63.08, 175.23) and not having access to social media (mean=54.00, 61.46, 171.61) it is inferred that B.Ed. trainees having access to social media have more stress management in the dimensions of personal, social and stress



management than B.Ed. trainees not having access to social media.

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*"Stress management is life management. If you take control of your stress, your life will thank you for it."*

**-Shereka Dunston.**

*"My body needs laughter as much as it needs tears. Both are cleansers of stress"*

**-Mathogancy Silver Rain.**



## MATERNAL PARTICIPATION IN NURTURING EARLY LITERACY PRACTICES

Dr. C. Aruna Rekha

### ABSTRACT

Home literacy practices are extremely important in developing early language and literacy skills. Irrespective of children's economic status, working or not working they may be at risk, because their family literacy practices are inferior, and may not be consistent with school literacy expectations. To better understand the influence of family literacy, more research is needed on home literacy practices to maximize the literacy experiences of all children and to strengthen the home and school literacy connections. This qualitative investigation explores the early literacy events practiced by three literates not working mothers and their preschoolers. Mothers and their preschoolers were interviewed, and audio recorded during shared reading interactions at home using familiar and unfamiliar picture storybooks. The interviews and shared reading transcripts revealed several practice eeeeeees that promote literacy development in young children; practices on which schools and teachers can build.

**Keywords: Maternal Participation, Early Literacy Practices**

### Introduction

It remains undisputed that language learning, prerequisites are language acquisition and language development. Most children go from uttering their first words in their first years, to fluent readers and writers of their native language, which usually occurs at school entry. However, it is viewed that language skills begin to develop in children's first years, when the home is the main environment in which they thrive. Therefore, the effects of home literacy activities, such as storybook reading, have been fore grounded in numerous language studies. Home literacy consists of bed time stories, lullabies, rhymes, slokas, reading activities which are considered as being either formal or informal.

The first years of a child's life can be considered as being a critical time for the child's development. The home is the predominant environment in which children thrive, solely interacting with their caretakers, family members and/or siblings. Activities in which children are engaged within the home vary across cultures but throughout history, if in one culture, a tradition of storybook reading has prevailed, other culture may have the same developed through story telling activity which is considered as a major part of home literacy and therefore a

substantial part of the child's first language experiences. Much of the debate within the field of child language development revolves around the question of whether early language experiences, such as home literacy activities, may have an essential effect on children's language skills, and what exactly those effects are. Considering research within psychology, sociology and linguistics the primal assumption is that home literacy activities, such as storybook reading and exposure to literature and other print material, are generally claimed to have a vital effect on children's language development.

Research has shown that exposure to books may be the main factor in children's early home literacy experiences, which shape early language skills necessary for further language development in later years/school years. Sénéchal & LeFerve (2002) conducted a longitudinal study on the ways in which children go from early knowledge of language to fluent literacy with a focus on how parental involvement can influence this course of development. They predicted that exposure to literature and shared book reading, in which the parent read to the child, would influence the child's literacy skills in later years. The findings proved that "continued exposure to print is an important component of the development of skilled reading" (ibid. p. 455). There have been various claims by



researchers on the actual benefits storybook reading may have on children's developing language skills. Supposedly, storybook reading may enhance oral and written language skills, listening comprehension, vocabulary awareness, increased familiarity with the syntax of written letters and words.

When children enter the school at ages five or six, some may encounter difficulties due to the differences between their home and school literacy practices (McNaughton, 2001). Children in the families where both the parents were busy work wise and low or no literacy interactions take place were identified to be at risk not because their family literacy practices are inferior, but because their culturally defined literacy practices may not be consistent with school practices. Therefore, it is important for schools and families to work together to provide a complimentary and consistent literacy learning experience for all children.

It is obvious whether the teacher understands or not, child gets influenced by home and community around him and picks up the literacy practices and thus the culture. In order to ensure success for all children, regardless of their culture, it is imperative that teachers are aware of differences in order to incorporate and support the existing literacy practices at every child's homes. As literacy learning is a culturally bound activity, heavily influenced by a child's home and community. This study expands the current knowledge base by examining the dialogue that occurs when mothers and their children share books together in their homes.

### **Method**

**Sample:** A collective case study research design comprised of three mother-child pairs was used in this study. Purposive sampling was used to ensure the cases selected best illustrate the population and process being studied. These were the mothers who came to the private pre-schools. Children were of four years old.

### **Data Collected**

Three primary sources for data collection were used: 1) individual interviews with each mother to collect relevant background information regarding existing family literacy practices, 2) field notes of individual interviews, and 3) audio recordings of mothers reading with their children in their homes. During the initial interviews, the mothers were asked to describe their existing family literacy practices and routines. Each pair was given three picture storybooks appropriate for preschool-aged children to use during the shared reading events

### **Data Analysis**

Initially, interviews, recordings, literacy practices were recorded. After examining them carefully a pattern evolved where the researcher could identify and code to give a meaningful conclusion.

### **Shared Reading Stories**

Anitha, Sarada, and Latha are three mothers who are educated till Intermediate i.e., whose children are enrolled in a colony private English medium school. All of them pay five thousands as annual fee. Anitha's child is Mouni who is three years old and has a younger brother enrolled in the same school into play school. Anitha works in the same school as a nursery teacher. Her husband is high school pass and works as school bus driver for the same school. Anitha before becoming the teacher in the school worked at the front desk in the same school. Later according to the officials of the school was trained to be a pre-school teacher. Sarada's child is cherry who is Three years old and has a twin brother enrolled in the same class and same school is a clerk in the school. Her husband is sixth class pass and does odd jobs like plumbing, masonry, carpentry and some days he stays with no work. Latha's child is divya who is three years old. She is a widow working in the same school as clerk. Latha lives with her parents along with her child. Both her parents are illiterates and her two brothers work as mechanics in auto work shop. All



the three children come from the same community and the mothers of the three children are hired by the school for extra amount for take tuitions after school. The school offers the daycare to the children whose parents work late. Those children are taken care by these three mothers. When the researcher interacted with the children the children said that divya's grand parents tell her stories and when she was small her uncle used to put her on his back and take her on elephant rides saying some poems. Other children said that they watch movies on television with their parents sometimes. The school does not have library. All the children said that they do not have picture books, community library other than school books. Social time the children get is the community children come together to play different games like forming train going around the trees sing a song, hiding a twig in the sand and find it out by taking turns (even this game has a song). These songs are learnt by the children in the group with lots of fun.

In the researcher's initial visits to homes mothers were quiet and children played amongst themselves. The shared reading recordings revealed in engaging literacy event shared by all members of the family. Mouni can be heard giggling and chiming in with her sister during several shared reading events. During a shared reading of Bruno Finds A Ball (2012), Mouni makes a personal connection to Bruno, the main character by saying, "I like making new friends!" All begin to laugh and they want to start again. Divya said please read the story. Cherry screamed, "YES!" In another shared reading, Latha started with questions the actions if all of you were playing and found someone else's ball will you return or keep it? Every one shouted that they would do like Bruno the bear in the story who returned the ball.

Latha, Sarada and Anitha mother of two young children, provided most of the financial support for their families. In spite of busy work schedule mothers actively

participated in home literacy practices including bedtime stories, conversations, and playing games with their children. Throughout the reading, the mother affirms and redirects the siblings throughout the reading. Like the other mothers in the study, the shared readings reveal an enjoyable event in which she assists with her children's understanding of the text by asking questions about word meanings and pictures.

### **Findings and Discussion**

The interview and shared reading transcripts revealed several practices that promote literacy development. Through an analysis of the codes that were utilized, several themes emerged. Sophisticated reading behaviors (e.g. labeling, schema activation, questioning) were apparent in the shared reading interactions between parent and child. Adult modeling, correcting/repeating, questioning, elaboration, encouragement and praise were just a few of the interactions that were evident in the shared reading events. Most valuable, however, was an examination of the cases as a whole and listening to the exchanges of the children and their mothers. Conversations did not include formal literacy strategies such as synthesizing and inferencing; however, mothers modeled and engaged in, perhaps intuitively, behaviors that promote developing literacy for their children. Mothers asked their children questions about pictures, characters, and events in the stories and helped them with word pronunciations and meanings. For instance, asking children about pictures in a text can help them make predictions. Impromptu questions about the meanings of words helps children learn vocabulary by developing context clue awareness. Adult questioning helps foster children's participation and engagement in the shared reading event. As noted in our observations, these interactions were often enhanced by humor or dramatic intonation. Perhaps even most importantly, the mothers modeled positive attitudes about



reading in general by reading with their children.

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*"The quality and nature of experiences in early childhood lay the groundwork for early literacy development and may also set the stage for potential problems".*

**Jane Waldfogel**

*"Emotional well-being of young children is directly tied to the emotional functioning of their caregivers and the family in which they live".*

**National Scientific Council on the Developing Child (2008)**

*"Parents are a child's First and most important teachers."*



## SPIRITUAL INTELLIGENCE AND ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY STUDENTS

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Dr S Amaladoss Xavier

### Abstract

The main objective of the study was to examine the relationship between spiritual intelligence and achievement motivation of senior secondary students. The researchers adopted survey method for the study. The population for the study included the XI and XII students studying in the senior secondary schools of Jaipur district of Rajasthan. The investigators have used simple random sampling technique to draw the sample of 1500 senior secondary students. The investigators used spiritual intelligence questionnaire and achievement motivation questionnaire constructed and validated by the investigators. The statistical techniques used were mean SD, t-Test, Correlation. The findings revealed that there is significant relationship between spiritual intelligence and achievement motivation of senior secondary students.

**Key words : Spiritual Intelligence , Achievement Motivation ,Senior Secondary Students**

### Introduction

Spiritual intelligence is the expression of innate spiritual qualities through one's thoughts, actions and attitude. The evolution of Howard Gardner's theory of multiple intelligences is the starting point to understand spirituality as an ability to combine the concept of intelligence, life, experience, values, belief systems and constantly-changing hermeneutic interpretations of the big picture of life. He developed the theory of multiple intelligence. It showed that every human has a preferred mode of thinking. Some people have more than one preferred mode and it is important to realize that we can cultivate an appreciation and use of each mode even when we are not particularly "gifted" in using intelligences that describe the way in which student processes information.

Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging tasks, whereas in the field of education, in particular, it stands for the pursuit of excellence. It is the desire of an individual to achieve better in the tasks. It is defined as sense of the way an individual orients himself towards objects or conditions that he does not possess. It is based on reaching success and achieving all of our aspirations in life. Achievement goals can

affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). Thus McClelland David (1953) and Atkinson W. John (1958) came to the conclusion that in the individual there is the need for achievement.

### Background of the study

The investigator made a brief study on the related literature in order to find out the findings in the area of spiritual intelligence and achievement motivation of senior secondary students.

**Bhagwan (2015)** showed that there was significant Gender difference on Spiritual Intelligence.

**Sharma and Sharma (2014)** found out that spiritual intelligence was not found to be influenced by any of the socio-demographic variables like gender, locale, type of schools, age and experience.

**Ananthia and Melkeri (2014)** revealed that there was a significant difference in the performance between the two groups of students (Muslim and Hindu students). The high achievement motivation group was significantly lower than that of low achievement motivation. Higher achievement motivation had a significant influence on the performance of students: High motivated group displayed significantly higher performance in different religious groups. **Sandhu (2014)**



found out that the academic achievement of adolescents was positively and significantly related to their achievement motivation and academic achievement of adolescents was positively and significantly related to their study habits.

### **Significance of the study**

Spiritual intelligence is considered as an integral part of intelligence for the senior secondary school students. Spiritual intelligence helps one to experience the heightened states of consciousness, sanctify everyday experience, utilize spiritual resources to solve problems and be virtuous showing such traits as humility, gratitude, forgiveness and compassion. However, it develops the pupils learning and capacity for meaning, vision, and value. Studies have shown that spiritual intelligence helps in reducing the stress and strain of the modern world that the students go through.

Achievement motivation is important because it affects our lives every day. Our behaviours, action, thoughts, and beliefs are influenced by our inner drive to succeed. Today some of the senior students are well motivated in life and some of them are not. What are the motivating factors in their lives to be a successful person? What are the related factors that motivate them to be good and successful persons? That bring us to the fundamental question - can spiritual intelligence be the motivating factor for achievement in a student's life. Hence the present study is relevant and important to establish the relationship between spiritual intelligence and achievement motivation of senior secondary students, which no one has tried till today.

### **Objectives of the study**

1. To find out whether there is any significant difference between (i) male and female and (ii) rural and urban senior secondary school students in their spiritual intelligence and its dimensions.

2. To find out whether there is any significant difference between (i) male and female (ii) rural and urban senior secondary school students in their achievement motivation and its dimensions.
3. To find out the significant relationship between spiritual intelligence and achievement motivation and its dimensions of senior secondary school students.

### **Null hypotheses**

1. There is no significant difference between male and female senior secondary school students in their spiritual intelligence and its dimensions.
2. There is no significant difference between rural and urban senior secondary school students in their spiritual intelligence and its dimensions.
3. There is no significant difference between male and female senior secondary school students in their achievement motivation and its dimensions.
4. There is no significant difference between rural and urban senior secondary school students in their achievement motivation and its dimensions.
5. There is no significant relationship between spiritual intelligence and achievement motivation and its dimensions of senior secondary school students.

### **Methodology**

The researchers adopted survey method for the study. The population for the study included all the senior secondary school students of Jaipur district of Rajasthan. The sample consisted of 1500 senior secondary students drawn using simple random sampling technique. The investigator used the following tools for data collection.



1. Spiritual Intelligence questionnaire constructed and validated by the investigators (2013).
2. Achievement motivation questionnaire constructed and validated by the investigators (2013).

**Analysis of data**

**Null Hypothesis -1**

There is no significant difference between male and female senior secondary school students in their spiritual intelligence and its dimensions.

**Table 1**

**Difference between male and female senior secondary school students in their spiritual intelligence and its dimensions**

Dimension	Male (N=675)		Female (N=825)		Calculate d 't' value	R
	Mean	SD	Mean	SD		
Critical Existential Thinking	22.83	3.79	23.33	4.01	2.534	S
Personal Meaning Production	15.32	3.32	15.16	3.29	0.923	NS
Transcendental Awareness	22.03	4.19	22.41	4.46	1.660	NS
Conscious State Expansion	17.49	2.70	16.98	3.27	3.232	S
<b>Spiritual Intelligence in Total</b>	<b>77.66</b>	<b>9.03</b>	<b>77.85</b>	<b>11.26</b>	<b>0.362</b>	<b>NS</b>

**(At 5% level of significance, the table value of 't' is 1.96)**

It is inferred from the above table that there is significant difference between male and female senior secondary school students in the dimensions critical existential thinking and conscious state expansion. But there is no significant difference between male and female senior secondary school students in their personal meaning production, transcendental awareness and spiritual intelligence in total. The female senior secondary school students have higher score (23.33) than male students (22.82) in the dimension critical existential thinking. But male senior secondary school students have higher score (17.49) than female students (16.98) in the dimension conscious state expansion.

**Null Hypothesis -2**

There is no significant difference between rural and urban senior secondary school students in their spiritual intelligence and its dimensions.

**Table 2**

**Difference between rural and urban senior secondary school students in their spiritual intelligence**

Dimension	Rural (N=250)		Urban (N=1250)		Calculated 't' value	R
	Mean	SD	Mean	SD		
Critical Existential Thinking	22.75	3.38	23.17	4.01	1.516	NS
Personal Meaning Production	15.09	3.30	15.26	3.30	0.740	NS
Transcendental Awareness	22.03	4.43	22.28	4.33	0.807	NS
Conscious State Expansion	17.57	2.34	17.14	3.15	2.074	S
<b>Spiritual Intelligence in Total</b>	<b>77.44</b>	<b>7.05</b>	<b>77.81</b>	<b>10.83</b>	<b>0.516</b>	<b>NS</b>

**(At 5% level of significance, the table value of 't' is 1.96)**

It is inferred from the above table that there is no significant difference between rural and urban senior secondary school students in the dimensions critical existential thinking, personal meaning production, transcendental awareness and spiritual intelligence in total. But there is significant difference between rural and urban senior secondary school students in their conscious state expansion. The rural senior secondary school students have higher score (17.57) than urban students (17.14) in the dimension conscious state expansion. But urban senior secondary school students have higher score (23.17) than rural students (22.75) in the dimension critical existential thinking.

**Null Hypothesis -3**

There is no significant difference between male and female senior secondary school students in their achievement motivation and its dimensions.



**Table 3**  
**Difference between male and female senior secondary school students in their achievement motivation**

Dimension	Rural (N=250)		Urban (N=1250)		Calculated 't' value	R
	Mean	SD	Mean	SD		
Self Accomplishment	36.85	6.09	38.07	5.57	4.023	S
Power	34.62	6.67	37.37	6.57	8.009	S
Recognition	34.90	5.65	36.90	5.69	6.816	S
Affiliation	36.73	5.85	38.46	4.95	6.208	S
Strength	35.77	6.57	37.26	6.31	4.478	S
<b>Achievement Motivation in Total</b>	<b>178.86</b>	<b>19.50</b>	<b>188.06</b>	<b>20.32</b>	<b>8.874</b>	<b>S</b>

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between male and female senior secondary school students in their self accomplishment, power, recognition, affiliation, strength and achievement motivation in total. The female senior secondary school students have higher score than male students in the dimensions self accomplishment (38.07, 36.85), power (37.37, 34.62), recognition (36.90, 34.90) affiliation (38.46, 36.73), strength (37.26, 35.77) and achievement motivation in total (188.06, 178.86).

#### Null Hypothesis -4

There is no significant difference between rural and urban senior secondary school students in their achievement motivation and its dimensions.

**Table 4**  
**Difference between rural and urban senior secondary school students in their achievement motivation**

Dimension	Rural (N=250)		Urban (N=1250)		Calculated 't' value	R
	Mean	SD	Mean	SD		
Self Accomplishment	36.55	6.15	37.70	5.76	2.827	S
Power	34.49	6.43	36.43	6.76	4.148	S
Recognition	34.95	5.70	36.18	5.73	3.096	S
Affiliation	37.04	5.20	37.80	5.48	2.002	S
Strength	35.11	6.52	36.87	6.42	3.917	S
<b>Achievement Motivation in Total</b>	<b>178.13</b>	<b>18.73</b>	<b>184.98</b>	<b>20.58</b>	<b>4.837</b>	<b>S</b>

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between rural and urban senior secondary school students in their self accomplishment, power, recognition, affiliation, strength and achievement motivation in total. The urban senior secondary school students have higher score than rural students in the dimensions self accomplishment (37.70, 36.55), power (36.43, 34.49), recognition (36.18, 34.95) affiliation (37.80, 37.04), strength (36.87, 35.11) and achievement motivation in total (184.98, 178.13).

#### Null Hypothesis -5

There is no significant relationship between spiritual intelligence and achievement motivation and its dimensions of senior secondary school students.

**Table 5**  
**Relationship between spiritual intelligence and achievement motivation and its dimensions of senior secondary school students**

Dimension	df	Calculated 'χ' Value	p-value	R
Self Accomplishment	1498	0.164	0.000	S
Power		0.104	0.000	S
Recognition		0.148	0.000	S
Affiliation		0.102	0.000	S
Strength		0.121	0.000	S
<b>Achievement Motivation in Total</b>		<b>0.188</b>	<b>0.000</b>	<b>S</b>

It is inferred from the above table that there is significant relationship between spiritual intelligence and achievement motivation in total and its dimensions; accomplishment, power, recognition, affiliation, strength, of senior secondary school students.

#### FINDINGS AND INTERPRETATION

1. The female senior secondary school students have higher score than male students in the dimension critical existential thinking. But male senior secondary school students have higher score than female students in the dimension conscious state expansion. This may be due to the female's



- capacity to critically contemplate meanings of existence, reality, death, the universe etc. and come to original conclusions and male's ability to enter and exit higher states of consciousness like pure consciousness, cosmic consciousness, unity, oneness etc. at one's own discretion (as in deep contemplations, meditation and prayer).
2. The rural senior secondary school students have higher score than urban students in the dimension conscious state expansion. But urban senior secondary school students have higher score than rural students in the dimension critical existential thinking. This may be due to the rural student's ability to relate with nature and their more prayerful life and the urban student's ability to critically examine the universe and philosophize on its mysteries.
  3. The female senior secondary school students have higher score than male students in the dimensions self accomplishment, power, recognition, affiliation, strength and achievement motivation in total. This may be due to the female's ability to find positive ways to handle difficult situations especially in reaching their goals. Furthermore, females are more interested in their actual accomplishments rather than whatever incentives they get from their success. In other words accomplishment itself is their reward.
  4. The urban senior secondary school students have higher score than rural students in the dimensions self accomplishment, power, recognition, affiliation, strength and achievement motivation in total. This may be due to the urban school students having more opportunities to excel in various fields. Their higher economic position, chance for better education and infrastructure may be contributing

to their higher achievement motivation.

5. There is significant relationship between spiritual intelligence and achievement motivation in total and its dimensions; accomplishment, power, recognition, affiliation and strength of senior secondary school students. This is because a spiritually matured person will be oriented and motivated towards achievement in every aspect of his/her life.

Swami Vivekananda considers 'education is the manifestation of perfection already in man'. Students with high spiritual intelligence will be able to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed these meanings, values and purposes in living richer and more creative lives.

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## ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION IN TIRUNELVELI DISTRICT

Dr. S. Francisca

### Abstract

The research paper aims to find out the attitude of primary school teachers towards inclusive education. It also thrives to find significant differences between the mean scores of inclusive education with respect to demographic variables. The research had been undertaken in Tirunelveli district among the primary school teachers of Government, Aided and matriculation schools. A sample of 300 primary school teachers responded to this study. The investigators had employed descriptive method using survey as technique to solve present problem. Attitude towards Inclusive Education Scale had been developed and validated by Amudhabai and Francisca (2015) had been used to collect data. The data had been analysed using Mean, SD and 't' test. The primary school teachers reported to have moderate attitude towards inclusive education. The female teachers, teachers of rural schools and teachers of Government Schools have positive attitude towards inclusive education than their counter parts.

**Key Words : Inclusive Education, Primary School Teachers**

### Introduction

Education has to be universal without excluding anybody and without giving separate and special attention to any particular section of learners. Inclusive education is an attempt to provide education to the exceptional children along with other normal children to fulfill the objective of education in a democratic way. Schools should create an environment in which students with special needs are seen as valued members of the social community such that they are seen as competent and as capable of making a positive contribution. This leads to the concept of inclusion which is based on the notion that schools should provide for the needs of all children in their communities whatever may be the level of their ability or disability. In the context of education the restricting of schools along inclusive lines is a reflection of the social model in action (Mittler 2000).

According to Barton (1997), "Inclusive education is not merely about providing access into mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged

mainstream system. Existing school systems in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles will have to change. This is because inclusive education is about the participation of ALL children and young people and the removal of all forms of exclusionary practices in school for the purpose the teacher should have positive attitude"

### Significance of the study

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

To make inclusive education a reality it is necessary to ensure that the teachers have the training, flexibility, and resources to teach students with



diverse needs and learning styles. Though the government be prepared to invest substantial resources at the outset on system reforms such as teacher and staff training; improving infrastructure, learning materials, and equipment; and revising curricula to implement inclusive education successfully, the teachers who implement the policies must have a positive attitude towards inclusive education. Teacher attitude is one of the most important variables in the education of children with disabilities. Teachers' attitudes were found to be influenced by the nature and severity of the disabling condition, training of the teacher, experience, gender and availability of support. Implications from this review suggest the need to the availability of training, adapted curriculum, positive attitudes and utmost responsibility of the teachers. One of the most significant stipulations that allow for successful inclusion of special education students is the attitudes or attitudes of the general inclusion of special education students into their classroom.

The investigators aim to research for the attitude of teachers at primary level towards inclusive education. The result will be helpful for the policy makers to introduce the inclusive education as a system in all schools in India and to promote it. The result will be helpful for the administrators to know about the attitude of teachers towards Inclusive Education and if necessary to improve their attitude for the successful implementation of the programme.

### Research Design

In order to solve the research problem the investigators employed descriptive method using survey as a technique. The population being the primary school teachers, a sample of 300 teachers were drawn through simple random sampling technique. The

demographic variables selected were Gender, Location of School and Type of School Management. The research was conducted in Tirunelveli and Palayamkottai. Attitude towards Inclusive Education Scale developed and validated by Amudhabai and Francisca (2015) had been used to collect data. The data had been analysed using mean, SD and 't' test.

### Objectives

- To find out the level of attitude of primary school teachers towards inclusive education with respect to Demographic Variables
- To find out significant difference in the mean scores of attitude towards inclusive education of primary school teachers with respect to Demographic Variables.

### Hypotheses

- The level of attitude of primary school teachers towards inclusive education with respect to demographic variables
- There is no significant difference in the mean scores of attitude towards inclusive education of primary school teachers with respect to Demographic Variables.

### Analysis

**Table.1**  
**Level of Attitude of teachers towards inclusive education with reference to Demographic Variables**

Variables	Category	Low		Moderate		High	
		N	%	N	%	N	%
Gender	Male	12	20.7	45	77.6	1	1
	Female	37	15.3	178	73.6	27	27
Location of School	Rural	49	18.5	195	73.6	21	7.9
	Urban	4	11.4	29	82.9	2	5.7
Type of School Management	Govt.	28	14.4	147	75.4	20	10.3
	Aided	17	16.2	80	76.2	8	7.6

The above table gives a clear picture that the majority of the primary school teachers reported to have moderate attitude towards inclusive education. Anita M. Belapurkar & Smita V. Phatak, (2016) and Utpal Kalita (2017) supported the present result state that most of the teachers have moderate attitude towards



inclusive education. Nisha Bhatnagar, Ajay Das (2013) finding of the study was that the teachers in Delhi had positive attitudes towards the inclusion of students with special needs. The results indicated that teachers of mainstream school have more favourable attitudes than those of special schools, which may be one of the major causes of slow success of this system in India reports Arun Kumar, Dr. Punam Midha, (2017)

#### Hypothesis

There is no significant difference between teachers in their attitude towards inclusive education with reference to Demographic Variables

**Table 2**  
**Difference between teachers in their Attitude towards inclusive education with reference to Demographic Variables**

Variables	Category	Mean	S.D	't' value	Result
Gender	Male	50.77	12.22	2.34	S P>0.05
	Female	46.77	9.25		
Locality of School	Rural	49.46	9.91	2.61	S P>0.05
	Urban	54.08	9.84		
Type of School Management	Govt.	51.10	10.32	2.73	S P>0.05
	Aided	47.95	9.08		

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

The table is evident that there is significant difference between primary school teachers in their attitude towards inclusive education with respect to gender, location of school and type of school management. Nisha Bhatnagar, Ajay Das (2013) reports that male teachers have more positive attitude towards inclusive education than the female and supports the present research.

Anil Kumar, (2016) indicates that there is a significant difference in the attitude of teachers in relation to teaching level, gender, residence and their experience. On the contrary Deb Kumar Bhakta and Buddhadeb Shit, (2016) study indicates that gender and type of school have no influence on significant difference among the school teachers attitude towards inclusive education. Sonam Bansal, (2013)

reports that male and urban school teachers have more positive attitude towards inclusive education than their counter parts. The findings get conformed that there exist significant differences in the attitude level of teachers with respect to type of school Sneh Bansal, (2016).

#### Implications

- The present study has its implications for teachers, parents, administrators or policy makers and government, since the present study is conducted on the attitude of the teachers toward inclusive education. The study has some practical implication for teachers. There is also need to develop awareness about inclusive education among female teachers as they revealed less positive attitude.
- Again the present study essentially has some implications for the government also. Government should allocate more funds to implement the policies that are framed on behalf of disabled. Educational consultants, curriculum specialists, school should pool their expertise in order to develop academic learning activities that impact upon behaviour of the differently able.
- The present study bears implications for the parents as well as the community members. Disabled are no more considered differently able. The parents of the Special Educational Needs children should exhibit positive attitude for the education of their children in the regular classroom along with normal children, rather than placing them in segregated setting exclusively meant for a particular disability.
- The parents should also discuss the problem of their children openly instead of trying to hide their disability so that the teacher can take effective measures to bring the children to mainstream.
- Policy makers simply can form the policies, but it is the government who executes and implements those in



actual sense. Therefore, inclusive schools have to address the needs of all children in every community and the central and state governments have to manage inclusive classroom with all the facilities needed for the differently able children to be included and be treated normally on par with normal children.

### Conclusion

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. To conclude it can be said that inclusive education is a mandate today. In fact, inclusive education is the society, administrators and government should collectively work to implement the policies of inclusive education. It is the need of the hour. It becomes a crucial issue in the field of education, which attracts all concerned. It is a matter of immense pleasure that inclusive education is in a progressive way all over the world, but still there is room for improvement. To remove the gap between inclusion and exclusion, teachers, parents and the community should develop positive attitude and work united for the cause of equity in Education.

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*If a child can't learn the way we teach , maybe we should teach the way that  
they learn.*

**Ignacio Estrade.**

*"Inclusion is not a strategy to help people fit into the systems and structures  
which exist in our societies; it is about transforming those systems and structures to  
make it better for everyone. Inclusion is about creating a better world for everyone".*

**Diane Richler.**

*"...All Children have stories to tell; Try to Listen.  
All Children have fears; try to ease them.  
All children have abilities; try to nurture them."*



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