GUIDELINES FOR CONTRIBUTORS

Authors are invited to contribute original articles on contemporary issues in Higher Education / Teacher Education in General and Educational Research in Particular for publication in the Inigo Edu Research. Contributors must provide their designation and complete mailing address along with contact numbers & e-mail id etc. The manuscripts must be typed in MS-word, Times New Roman font size 12, with 1.5 line spacing not exceeding 5 pages and abstract not exceeding 250 words. Both hard and soft copy (Electric format by email / CD Rom) can be send to the following address.

The Editor, Inigo Edu Research, St.Ignatius College of Education, Palayamkottai
email : ign_edn@rediffmail.com

SUBSCRIPTION

Subscription includes the price of journal plus postage to be published and supplied in the months of January & May. Subscription may be paid through cheque or Demand Draft in favour of St.Ignatius College of Education, Palayamkottai.

for further information / enquiries please contact
Land Line : 0462-2560559 Mobile : + 91 9488662905
email: shaanmaria@gmail.com

AGRIPRENEURSHIP: AS A MECHANISM FOR AGRO -INNOVATION.

Dr.M. Maria Saroja

Dr. A. Nirmala Devi

ABSTRACT

Entrepreneurship in agriculture plays a vital role in the implementation of various technologies in the agriculture field and improves the quality of products. Drastic changes in the field of agriculture are brought in by a Social Entrepreneur by his passion, creativity, and innovation. A Social Entrepreneur develops new ways to protect our environment and to improve our lives. He also creates social values rather than personal wealth. Hence an entrepreneur becomes a person who uses his knowledge and skill for social and economic development. The biggest challenge for any developing nations is generating employment and diminishing poverty. Agripreneurship creates opportunities for social development which helps to improve the quality of life. Basically, entrepreneurship is a result of one's inventive innovation in achieving predefined goals. Agripreneurship develops a sound relationship between a social entrepreneur and agricultural development of a nation. Based on research articles and reviews the authors had selected the topic "Agripreneurship" (Entrepreneurship in Agriculture), as a mechanism for agricultural innovation.

Keywords: Entrepreneurship, Innovation, Agripreneurship

Introduction

Agricultural development is a key pillar of national building in India. Almost one third of our rural population is depended on Agriculture and allied sectors which provides livelihood to them. Approximately 53% of the country's total employment is in Agriculture, but the contribution to the country's GDP (Gross Domestic Product) is only 17% (Mohapatra, S., Khadanga,G.S & Majhi,S. 2018). According to Marshall "An entrepreneur is a person who does managerial work to bear risk, brings labor and capital, initiates and executes plans." Social entrepreneur identifies practical solutions to social problems by combining innovation, resourcefulness and opportunity. Agripreneurs identify new processes, services and products, or unique ways of combining proven practices with innovation to address complex agricultural problems. (Chengini,M.G & Khoshitnat,B. 2010). Agriperuners play various roles in the growth and development of national economy through entrepreneurship development which increases the income level and employment opportunities in rural as well as urban areas (Bairwa et al.2014). So Agriperunership programs are necessary to develop entrepreneurs in the field of agriculture and manage workforce to develop agriculture industry across the world.

Role of Entrepreneurship in Different Aspects

☐ Economic Development:

Entrepreneurship plays a fundamental role in the economic progress. Entrepreneurs are the only persons whose creative innovations can accelerate the pace of economic growth with proper and optimum utilization of all available resources like labor, capital, and technology. Without entrepreneurs all these resources are unproductive and useless. According to Drucker, "Only entrepreneurs turn all these sources and factors of production into resources and convert them in the form of new products which have utility value".

☐ Social Development:

Social entrepreneur is a person who identifies a social problem, and uses his entrepreneurial skills to organize and manage to achieve social change. Social entrepreneur is generally correlated with non-profit sector, but this does not seclude them from not earning profit. Social entrepreneurship, when practiced in

international context, is known as International Social Entrepreneurship.

Social Entrepreneur
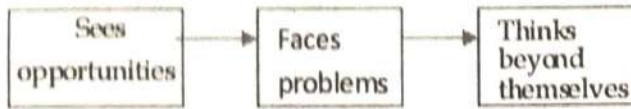
An Entrepreneur delivers a change in business through his innovations and intelligence to achieve the goal and make valuable contribution in social development.

Importance of Entrepreneurs in the Social Development

For the growth of our society there is a need for social entrepreneurs. They take calculated risk and make possible situation to establish self-sufficient society with their passion, innovation, creativity, & drive and change the world. Following are some points which clearly reveals the importance of an entrepreneur in the social development:-

o Employment opportunities
o Development of backward areas
o Equal contribution of wealth
o Reduce the gap of rural and urban areas
o Improves quality of life
o Optimum utilization of resources
o Conservation of our heritage
o Social satisfaction

Entrepreneurial Skills as Regulatory Strategies in Farming

Entrepreneurship skills equip farmers with skills which enable them to increase productivity. These entrepreneurial strategies act as a regulatory mechanism which enables the farmers to adopt methods which will lead to increase in productivity (Capitanio,F & Adnolfi,F.2010). An Agripreneur is a dynamic business manager who performs various agri-based activities using different resources via, physical resources, financial resources, human resources and information, in order to accomplish a certain goal.

Relationship between Entrepreneurial Agriculture and Human Development

Entrepreneurial agriculture leads to increased productivity. Increase in agricultural production promotes family dignity; that is, the family will be able to meet its day to day needs for survival. Increased agricultural production instills the spirit of harmony and togetherness within the family (Chandramouli, P., Meti, S.K., Hirevenkangoudar, L.V., & Hanchinal, S. N. 2007) The improvement of entrepreneurial skills in agriculture is an important condition to generate sustainable rural development. Entrepreneurial agriculture is sustainable in the sense that the individuals will be able to provide for themselves or to feed themselves persistently.

Developing entrepreneurs in agriculture can immensely benefit Indian economy by

☐ Reducing the burden on agriculture
☐ Generating employment opportunities for rural youth
☐ Reducing the need for migration from rural to urban areas, thereby reducing the pressure on urban cities etc.
☐ Increasing individual and national income

Agripreneurship

There is a great scope for entrepreneurship in agriculture. The potentiality of the country can be tapped only by effective management of agro elements such as soil, seed, water and market needs. The youth can bear the risk and having a quest for latest knowledge in agriculture sector can prove to be right agripreneurs (Alsos, G. A., Ljunggren, E., & Pettersen, L. T. 2003). Agripreneurship also has a large potential to contribute to the national income while at the same time providing direct and indirect employment and income to numerically a very large number of people and vulnerable sections of the society. It gives not only an opportunity, but also a necessity for improving the production and profitability in agriculture and allied sector.

Sectors where entrepreneurship can help the agribusiness:

1. Food processing

Agriculture-based industrial products account for half of all exports from developing countries. However, most of them involve exports of raw material, whereas developed countries exports mostly processed goods. By continuing to operate at a low level of value chain, our country loses income and production. A chain of food processing industry could be developed in rural areas, augmenting income and employment of rural population. Entrepreneurship in the field of agriculture can generate wide range of economic benefits such as increased agro productivity, creation of new business ventures, new jobs, innovative products and services, development of rural areas and increased wealth.

2. Floriculture

In a number of cases flower farming can be done on small tracts of land. In fact, bulks of flowers are cultivated on 'micro farms'. Farmers can utilize a part of their land to cultivate seasonal flowers alongside regular conventional crops. Entrepreneurs having knowledge of flower cultivation and marketing can set up parallel industries in fertile rural lands.

3. Pisciculture

Fish farming is practiced by a lot of farmers to augment their incomes. However they do so in an amateurish and small scale way. A conscious business effort to develop small pond fish farms in rural areas can enable pisciculture to become a valuable sector in the rural economy. Fish cultivation and marketing needs some knowledge and boosting entrepreneurship in the sector can make a difference, as done in the western countries.

4. Farm technology

Dependence on outdated and inefficient technologies leads to poor productivity and low income. While large scale farmers have adopted modern technology on a major scale in India, most of the small farmers still rely on age-old farming techniques, mostly manual methods. Boosting entrepreneurship in agriculture could boost productivity by incorporating modern technologies in the farming sector. With increasing awareness and introduction of modern technology, the risk of monsoon and the price trends in the markets could be taken care of by the farmers.

Conclusion

The role of social entrepreneur is important for social and economic development of the country. Social entrepreneurs help in creation of social and economic values. They play an important role in employment generation, economic development, innovation, social and financial capital formation. They see the problem that is prevalent in the society and find out the causes, through their innovative ideas and creations remove those problems and most notably earn profit. Likewise the Agro - Entrepreneurs are important for agricultural development in the country. They also could generate rural and semi-urban employment, contribute to economic development, innovation in Agro Technologies and thereby add its contribution for the growth of the GDP of the nation. Hence, Agripreneurship is the need of the hour in India to make agriculture a more attractive and profitable venture.

References

1. Alsos, G. A., Ljunggren, E., &Pettersen, L. T. (2003). Farm Based Entrepreneurs: What Triggers the Start Up of New Business Activities. *Journal of Small Business and Enterprise Development*.10(4),435–443.

2. Bairwa,S.L., Lakra,K., Kushwha,L.K & Kumar,P. (2014). Agripreneurship Development as a tool to uplift of Agriculture. *International Journal of Scientific Research Publications*. 4(3),1-4.

3. Capitanio, F., & Adinolfi, F. (2010). Profile of the Italian Farmer: The Main Entrepreneurial Types. Food Economics, *ActaAgriculturaeScandinavicac.* 7 (1). 25–35.

4. Chandramouli, P., Meti, S. K., Hirevenkangoudar, L. V., &Hanchinal, S. N. (2007). Comparative Analysis of Entrepreneurial Behaviour of Farmers in Irrigated and Dry Land Areas of Raichur District of Karnataka. Karnataka. *Journal of Agricultural Science.* 20(2).320–322.

5. Chegini, M. G., & Khoshtinat, B. (2011). Study of Relationship between Entrepreneurial Skills and Organizational Entrepreneurship. *Australian Journal of Basic and Applied Sciences.*5 (4).165–172.

6. Ljunggren, E., & Pettersen, L. T. (2003). Farm Based Entrepreneurs: What Triggers the Start Up of New Business Activities. *Journal of Small Business and Enterprise Development.* 10(4). 435–443.

7. Mohapatra,S.,Khadanga,G.S & Majhi,S. (2018).Enterpreunershipin India. *The Pharma Innovation Journal.*7(4),204-205.

8. https://www.researchgate.net/publication/275152722_Agripreneurship_Development_as_a_Tool_to_Upliftment_of_Agriculture

9. https://leap201.org/wp-content/uploads/2017/06/LEAP_agri-SE-report_Final_WEB.pdf

10. https://www.researchgate.net/publication/318194219_SOCIAL_ENTREPRENEURSHIP_IN_RURAL_DEVELOPMENT_OF_LITHUANIA

Dr.M.Maria Saroja
Research Director
St.Ignatius College of Education
Palayamkottai

Rev.Dr.A.Nirmala Devi
Principal
St.Ignatius College of Education
Palayamkottai

ATTITUDE OF DROPOUT STUDENTS TOWARDS SCHOOLING

A.James Arul Ajenciya

B.William Dharma Raja

ABSTRACT

This study examines the attitude of dropout students towards schooling. Attitudes are developed, they are not inborn. They can be changed or modified over the time. These modifications of attitude are based on some of the determinants like culture, tension, needs, emotions, experience, provisions. The dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropping out of school. A sample of 150 dropout students from Kuthenkuly was selected by adopting simple random sampling technique. Attitude of dropouts towards schooling was assessed with the help of a self made tool. Descriptive survey method was adopted for the study to collect the data and analyzed using Percentage analysis, 't' test and F-test. Findings of the study were three-fifth of the dropouts have neutral attitude and more than two-fifth have unfavorable attitude towards schooling.

Keywords: Attitude, Pervasive, Dropout students.

Introduction

The dropout problem is pervasive in the Indian education system. Many children, who enter school, are unable to complete secondary education and multiple factors are responsible for children dropout from school. Risk factors begin to add up even before students enroll in school that includes: poverty, low educational level of parents, the weak family structure, pattern of schooling of siblings, and lack of pre-school experiences. Family background and domestic problems create an environment which negatively affects the value of education. The factors responsible for student's school dropouts are uncongenial atmosphere, poor comprehension, absenteeism, attitude and behaviour of the teachers, and failure or repetition in the same grade, etc. When students experience school failure, they become frustrated with lack of achievement and end up alienated. It is important to design preventive measures and intervention strategies that could be adopted in order to help all dropouts.

According to UNICEF & UNESCO (2011), school dropouts refer to children who are enrolled in school but have left school before completion. Dropping out of school is related to factors namely; individual, family, school, and community. However, the accuracy of dropout prediction increases when combinations of multiple risk factors are involved. Dropping out of school is often the result of a long process of disengagement that may begin in some cases even before a child enters school, and is often described as a process, not an event. (Sabates., Hossaim & Lewin. 2013). This study focuses on the attitude of dropouts towards schooling with regard to personal, familial and professional variables.

Objectives of the Study

❖ To find out the level of attitude of dropouts towards schooling.

❖ To find out the significant difference, if any, in the attitude of dropouts towards schooling with regard to personal, familial and professional variables.

Hypotheses of the Study

❖ There is no significant difference in the attitude of dropouts towards schooling with regard to personal variables namely gender and age.

❖ There is no significant difference in the attitude of dropouts towards schooling with regard to familial variables namely

Parents income, Father's qualification and Mother's qualification.

Method of the study

The survey method was selected to evaluate the Attitude towards schooling among Dropouts.

Sample

The sample was selected by simple random technique which consisted of 150 dropouts.

Sampling Technique

Investigator used simple random sampling technique

Tool used

The tool used in this study was scale on Attitude towards schooling among Dropouts "jawi Scale" developed by James Arul Ajenciya and Dr.William Dharma Raja (2017). It is a five point scale that consists of 24 items under the dimensions 1. Personal Involvement, 2. Parental Involvement, 3. Social Involvement and Teachers Involvement the tool was used for collecting the data. Content validity was established with the help of three experts. Hence it has face validity also. The present study employed Cronbach's Alpha method to determine the reliability. The reliability of the Cronbach's Alpha test is found to be 0.928.

Statistical techniques used

't'-Test and ANOVA are used to analyse the data.

Analysis of Data

Table 1 : Level of dropouts' attitude towards schooling

Level of Attitude towards schooling					
Unfavorable		Neutral		Favorable	
N	%	N	%	N	%
18	21.1	107	71.8	24	16.1

The above table shows that more than three-fifth of the dropouts have neutral attitude and more than two-fifth have unfavorable attitude towards schooling.

Significance of differences in Dropouts' Attitude towards Schooling with regard to personal variables

Table 2

Significance of differences in dropouts' attitude towards schooling with regard to gender

Gender	N	Mean	Standard Deviation	Calculated 't' Value	P Value	R
Female	69	79.32	7.69	1.090	.278	NS
Male	80	80.60	6.66			

NS- Not Significant

In the above table, since the p value (=0.278) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to gender.

Table 3

Significance of differences in dropouts' attitude towards schooling with regard to age

Sources	Sum of Squares	Mean Square	F	Sig.	R
Between Groups	96.920	48.460	.944	.391	NS
Within Groups	7494.073	51.329			

NS- Not Significant

In the above table, since the p value (=0.391) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to age.

Significance of differences in dropouts' attitude towards schooling with regard to professional variables.

Table 4

Significance of differences in dropouts' Attitude towards Schooling with regard to Educational Qualification .

Sources	Sum of Squares	Mean Square	F	Sig	R
Between Groups	5.460	2.730	.053	.949	NS
Within Groups	7585.533	51.956			
Total	7590.993				

In the above table, since the p value (=0.949) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to the educational qualification.

Significance of differences in dropouts' Attitude towards Schooling with regard to Familial variables

Table 5

Significance of differences in dropouts' attitude towards schooling with regard to parents' income.

Sources	Sum of Squares	Mean Square	F	Sig.	R
Between Groups	106.080	53.040			
Within Groups	7484.914	51.267	1.035	.358	NS
Total	7590.993				

In the above table, since the p value (=0.358) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to the parents' income.

Table 6

Significance of differences in dropouts' attitude towards schooling with regard to Father Qualification.

Sources	Sum of Squares	Mean Square	F	Sig.	R
Between Groups	559.144	279.572			
Within Groups	25971.856	137.417	2.034	.134	NS
Total	26531.000				

In the above table, since the p value (=0.134) is greater than 0.05, the null hypothesis is accepted at 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to father's qualification.

Table 7

Significance of differences in dropouts' attitude towards schooling with regard to Mother's Qualification.

Sources	Sum of Squares	Mean Square	F	Sig.	R
Between Groups	449.134	224.567			
Within Groups	26081.866	137.999	1.627	.199	NS
Total	26531.000				

In the above table, since the p value (=0.199) is greater than 0.05, the null hypothesis is accepted At 5% level of significance. This shows that there is no significant difference in attitude of dropouts towards schooling with regard to mother's qualification

Findings

❖ Majority (71.8%) of the dropouts had neutral attitude towards schooling.

❖ There is no significant difference in attitude of dropouts towards schooling with regard to the personal variables namely, gender, age .

❖ There is no significant difference in attitude of dropouts towards schooling with regard to professional variables namely, educational qualification.

❖ There is no significant difference in attitude of dropouts towards schooling with regard to Familial variables namely, Parents income, Father Qualification, Mother Qualification.

Recommendation

❖ The primary education system needs political attention. It needs proper financial resources to overcome the financial crisis which the primary education is facing. Therefore, the government needs to allocate proper budgetary support.

❖ As there is insufficient number of teachers in primary schools, the number of primary teachers needs to be increased. The conditions of schools need to be improved.

- Providing micro enterprise support for poor households is necessary for improving school retention.
- Flexible schooling hours and systems, together with multi-grade and multi age teaching approaches and appropriate languages of instruction, can help to reduce dropout rates.

Conclusion

The lack of parental involvement is a problem that often leads to higher dropout rates, especially with high school students. Some families pointed out issues such as inability to buy note books and lack of transport facility to attend school. Several had failed in exam and are dropped out of school subsequently. Some moved to different schools and later stopped attending school due to their academic backwardness. The levels of school dropouts are high in rural schools. Primary reason for this is lack of enabling school environments, poor regularity to school, lack of individual attention, learning challenges of rural students, and poor learning levels in elementary schools. When these children go to middle school and beyond, they are unable to cope up and eventually dropout from high school.

Reference

1. Aggarwal, J. C. (1996). Essentials of Educational Psychology. New Delhi: Vikas Publishing Hose.
2. Aruna Mohan, G. (2003). Educational Psychology. Neelkamal Publications PVT. LID. New delhi.
3. Paler, C.L., & Melchor. A. C. (2007). Research methods and thesis writing. Phillippine Rex books.
4. Dorn, s. (1996). Creating the Dropout. An Institutional and social history of school failure. Westport-Connecticut/London: Preaeger.

A.James Arul Ajenciya
M.Ed Scholar
Manonmaniam Sundaranar University,
Tirunelveli. – 627012, Tamilnadu

B.William Dharma Raja
Professor and Head of the Department
Department of Education,
Manonmaniam Sundaranar University,
Tirunelveli. – 627012, Tamilnadu

INTERPERSONAL WELLNESS

Dr.R.Indra Mary Ezhilselvi

Mrs. Joycy Renuka

ABSTRACT

No man is completely independent. For one thing or other we have to depend on fellow beings for living. To satisfy all our basic needs and drives we are dependent on the society. Therefore, it is important for everyone to achieve best possible wellness through good relationships. Wellness is a dynamic process of becoming aware of and making choice towards a fit and fulfilling life. Good interpersonal skills will determine a person's life success and his well-being. Interpersonal relationships are formed in the background of social and cultural influences. We must understand the essentials of interpersonal wellness to enhance them and the barriers to avoid them. At the same time it is inevitable to overcome and avoid the barriers that hinder healthy relationship. We have to grow in interpersonal wellness to live a happy life. The only way to ascertain inner peace is that we have to uphold fine association with those around us.

Key Words: Interpersonal Wellness, Interpersonal Relationship, Cultural influence

Introduction

"Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual."-Aristotle

In the view of Aristotle, the great mind, man a social animal. Man lives in a society and within a society he is bound to be in the invisible chains of relationships and dependencies. Interpersonal Relationship is a close alliance or association between two or more persons. It is a social association, connection or affiliation between people. The concept of living without society is an absurd concept and human beings are undoubtedly social animals tied in the chains of social responsibilities and relations. Therefore, it is important for everyone to achieve best possible wellness in order to hold back stress, reduce the threat of illness and make sure positive relations.

Interpersonal Wellness

Enhanced interpersonal wellness is at the heart of what all we do. Good interpersonal skills will determine a person's life success and his well-being. Interpersonal skills comprise of our capability to be exultant in our system of relations, to have positive influence on others and to warrant that we are communicating our precise intentions with our actions.

Interpersonal Relationship

An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment (Khanlari & Amir. 2015). Interpersonal relationships are formed in the milieu of social and cultural influences. It can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighbourhoods and places of worship. These relationships may be synchronized by law, tradition or mutual agreement. This forms the basis of all social groups which extends to the society as a whole.

Forms of Interpersonal relationship

An interpersonal relationship can develop between any of the following:

- Relationship with immediate family members and relatives.
- Relationship of a child with his parents.
- Relationship between friends.

□ Individuals working together in the same organization.

□ People working in the same team or for a common cause.

□ Relationship can also develop in a group such as relationship of students with their teacher, relationship of a religious guru with his disciples and so on

Essentials of an Interpersonal Relationship

❖ Healthy interpersonal relationship could be built up only with people who are affectionate.

❖ Transparency is an important part of interpersonal relationship. It is significant for every individual to be honest, transparent and mutually concerned.

❖ Usually individuals who share common goals and objectives establish good relationship among them.

❖ Improved morale and a sense of togetherness and belongingness help us to maintain healthy interpersonal relationship.

❖ Persons in an interpersonal relationship must respect each other's opinions.

❖ Trust is the most inevitable part of an everlasting relationship.

❖ To develop and maintain Interpersonal Wellness we need the following traits: respecting oneself and others, cheerfulness, forbearance, endurance, truthfulness, appreciation, contentment and forgiveness.

Barriers to Interpersonal Wellness:

♣ Lack of communication
♣ Inability to forgive
♣ Deceit
♣ Malice and gossip
♣ Bad character and behaviours

Keys to develop Interpersonal Wellness:

The following four aspects will help each of us to grow in better interpersonal wellness.

1.) **Love Unconditionally:** This is not always easy; it not only has positive effects on others but will also benefit us. Loving unconditionally leads to forgiveness. Accept people as they are and we could love them without any expectation.

2.) **Practice Generosity:** As Benji Watson says, "Generosity Heals" Mother Marie Louise de Meester, foundress of the ICM congregation, says "Let your heart be so generous so that the whole world could find room in it" (Annikafernandez, status). We have many to give, to make a difference in someone else's life. No matter whether it is time, talent, money, care, affection or encouragement, give wholeheartedly to someone.

3.) **Treasure and Protect Relationship:** Too often people take their relationships for granted and fail to nurture and strengthen them in their part. Just five minutes of self analysis at the end of a day to think over what we must have done or must not have done to others, help us to introspect ourselves deep within. On this basis we act and react to safeguard our relationships with others. "Loving someone is a full time commitment. Use that time wisely. Cherish the high points and fight hard to conquer the challenges. No one said love would be easy, but it is damn sure worth it." (Carlos Wallace, 2016)

4.) **Be committed to the person or team:** Lack of trust and lack of accountability affects common goals and commitments. The depth of commitment is the deciding factor for making an interpersonal relationship healthy and everlasting.

Interpersonal Wellness to Full Wellness:

We have to grow in interpersonal wellness to live a happy life. Living a peaceful life need us to keep a strong bond with those who are around us. Friendly people will create a blissful atmosphere. They will make us work efficiently and keep a good mood in daily life. It is sure that this leads us to the

ultimate goal of everlasting happiness and serenity. In short, in order to be a contended self, we must look within ourselves, know ourselves and understand ourselves. When we start to make these shifts within our self internally, then we will be able to start seeing positive and profound shifts in our external reality. If the environment is conducive a person enjoys his life by serving the society with empathy. The first step to spread love for others is to accept and love oneself. When we are self-assertive we will be physically and psychologically well which makes us socially well. This leads us to the utopian goal of spiritual wellness.

Conclusion:

Even though we are successful in our life we could not be happy and peaceful if we have to tackle with the controversies with people around us. The only way to discover inner peace is that we have to uphold fine liaison with those around us. Let us step forward and be a role model for others in developing Interpersonal wellness. The first step is ours and the world will ever be tranquil.

"CHANGE I TO WE, ILLNESS WILL BECOME WELLNESS"

References:
1. Allen Queen. J., Patsy S.,& Queen. (2003). The Frazzled Teacher's Wellness Plan, Corwin Press, ISBN 0761929622
2. Carlos Wallace. (2016). *The Other 99 T. Y. M. E. S.: Train Your Mind to Enjoy Serenity* Million Dollar Pen, Ink., ISBN0578183986
3. Khanlari & Amir. (2015). *Strategic Customer Relationship Management in the Age of Social Media*, IGI Global, e-book,page 160
4. OwenHargie., Christine Saunders, David Dickson.(1994). Social Skills in Interpersonal Communication, Psychology Press, ISBN 0415081378
5. Singha.P. (2016). Association between Happiness and Related Psychosocial Correlates and Job Satisfaction among the Employees of Information Technology (IT) Sector: A Comparative Analysis Gender Difference *International Journal of Indian Psychology*. 3(4)68. ISSN: 2348-5396
6. https://www.goodreads.com/quotes/1838 96-man-is-by-nature-a-social-animal-an-individual-whohttps://ipfs.io/ipfs/ wiki/Interpersonal_relationship.html retrieved on 18.08.2018
7. https://www.scribd.com/document/1008 14109/What-is-Interpersonal-Relationship uploaded by Ram Mon Cortes and retrieved on 18.08.2018
8. http://record.swadventist.net/issue/78/36/ 2063 - *September 2013 Vol. 13, No. 9* retrieved on 19.08.2018
9. https://twitter.com/annikafernandez/statu s/917698044698664960?lang=en 10.10.2017 retrieved on 19.08.2018

Dr.R.Indra Mary Ezhilselvi
Assistant Professor of Psychology
St.Ignaius College of Education
Palayamkottai

Mrs. Joycy Renuka
Assistant Professor of Mathematics
St.Ignaius College of Education
Palayamkottai

RELATIONSHIP BETWEEN STRESS COPING ABILITY AND TIME MANAGEMENT OF XI STANDARD STUDENTS

Mrs. Viji

Dr.M.Maria Saroja

Dr.N.Theresita Shanthi

ABSTRACT

Time is a scarce resource. Time management is the most effective use of available time. Stress is also a significant contributing factor to organizational inefficiency, high staff turnover, absenteeism, increased costs of health care, and decreased job satisfaction. The aim of the study is to find the relationship between the stress coping ability and time management among XI standard students. The purpose of the paper is to present an approach to identify and analyze the stress coping skills like, problem solving ability, support seeking ability, positive appraisal, acceptance, denial and humor etc. with time management. Normative survey method was adopted and simple random sampling technique was employed. The data was subjected to 't' test and 'γ' test. The results of this study shows that there is significant relationship between Problem solving ability, Support seeking ability, Positive appraisal, Acceptance , Denial, Humor, Stress coping ability in total and time management of XI standard students.

Key Words: Support seeking ability, Positive appraisal, Acceptance

Introduction

A stress free life is not possible in today's environment. It is an unavoidable consequence of life. In modern society, young and old experience the emotion of being stressed. More than 80% of all diseases and illnesses have a stress component. The transition from adolescence to adulthood is a difficult journey filled with various threat, and experiences. So it is very necessary to nullify or minimize stress to achieve their goals. Over the past few decades, there has been significant investigation on the issues of stress and management of stress. Stress coping ability can assist the students to navigate these challenges. (Bharathi, A.T. 2013).It can also help students to be self-reliant and good decision makers, which in turn promote their physical and psychological well-being. Hence stress coping ability is very essential for students' overall wellbeing. In a classroom context, inclusion of stress coping ability program might promote essential knowledge about the effects of stress and how to handle life's challenges in the most effective ways.

The only thing, which cannot be changed by man, is time. Whatever the position a man holds, he cannot stop time, cannot slow it down, nor can he speed it up. One cannot get back the lost time. Nothing can be substituted for time. Leaders have numerous demands that are to be completed within a limited time.

The ability to schedule time to complete the task is known as time management. If we analyze how we are spending our time, we can find the time wasted. If we implement some time saving methods, we will gain valuable time. (Alex, 2009).Time management is actually self-management. The skills that we need to manage others are the same skills that are required to manage ourselves.

Significance of Study

We live in a competitive world so every individual has to develop his talents to the full potential. In the opinion of Burch (2000), learning at higher secondary level is an inherently stressful activity Excessive stress could lead to psychological problems like depression and anxiety. Health and life style factors are the significant predictors for stress.

Academic factors are one of the most important stressors. The introduction of stress management education into the curriculum could prove useful in computing these problems. Time management is swiftly becoming a grave area of concern in individual's private life as well as in organization life from top management to operating level supervisors. Effective time management is valuable in terms of cost savings for projects and operations. Time management is concerned with optimizing the use of one's discretionary time.

Background of the Study

In a research conducted by Sevari & Kandy (2011), the impact of time management skills on self-efficacy and academic performance was tested. The results from the study showed that the training of time management skills to increase academic performance and self-efficacy is influential.

Swart et al. (2010) explored the relationship between time management skills and the academic achievement of African engineering students. The results of this study were applied to various tests, which indicated no statistically significant relationship between time management skills and the academic achievement of African engineering students.

A study performed by Nonis, et al. (1998) explores the Influence of perceived control over time on college students' stress and stress-related outcomes. Data was collected from 164 business students. The results showed that students who perceived themselves as having a high level of control over their time they experienced lower level of stress, higher level of academic performance, problem-solving ability, and health than those who believed themselves to be less in control over their time.

Kelly (2004) proposed that efficient use of time is directly associated with increased academic performance and achievement. He investigated this possibility among 141college students. He used the

Efficiency Scale and Social desirability scale. The results support the positive correlation between time management, academic performance, and GPA.

Objectives

1. To find out whether there is any significant difference between male and female XI standard students in their stress coping ability.
2. To find out whether there is any significant difference between rural and urban school XI standard students in their stress coping ability
3. To find out whether there is any significant difference between male and female XI standard students in their time management.
4. To find out whether there is any significant difference between rural and urban school XI standard students in their time management.
5. To find out whether there is any significant relationship between stress coping ability and time management of XI standard students.

Null Hypotheses

1. There is no significant difference between male and female XI standard students in their stress coping ability
2. There is no significant difference between rural and urban school XI standard students in their stress coping ability
3. There is no significant difference between male and female standard XI students in their time management.
4. There is no significant difference between rural and urban school standard XI students in their time management.
5. There is no significant relationship between stress coping ability and time management of XI Standard Students

Methodology

In the view of the objectives of the study and the nature of the problem concerned the investigator selected survey method to collect data for present study. The investigators used simple random sampling technique for selecting the

sample from the population. The sample consists of 500 XI standard students from 10 higher secondary schools. The statistical techniques used to analyze the data were mean, standard deviation, t' test and correlation analysis.

Tool

Stress coping ability scale (SCAS) was developed and validated by Jegadha. S & Francisc. S (2014). Time Management Scale (TMS) was developed and validated by Viji.M and Maria Saroja.M (2017).

Differential Analysis

Hypothesis - I

There is no significant difference between male and female standard XI students in their stress coping ability.

Table 1
Difference between Male and Female Standard XI Students in their Stress coping ability

Dimension	Gender	N	Mean	SD	Calculated "t" value	R
Problem solving ability	Male	188	22.94	4.923	2.283	S
	Female	312	21.94	4.507		
Support seeking ability	Male	188	22.03	5.333	2.142	S
	Female	312	21.00	5.024		
Positive appraisal	Male	188	20.79	5.604	4.537	S
	Female	312	18.41	5.768		
Acceptance	Male	188	13.56	3.743	2.475	S
	Female	312	12.74	3.250		
Denial	Male	188	14.96	4.124	1.721	NS
	Female	312	14.34	3.4999		
Humour	Male	188	15.19	3.903	2.398	S
	Female	312	14.36	3.510		
Stress Coping ability	Male	188	109.47	19.614	3.849	S
	Female	312	102.79	17.348		

(The table value of 't' is 1.96, S – Significant, NS -Not Significant)

It is inferred from the above table that the calculated „t□ value (2.283, 2.142, 4.537, 2.475, 2.398, 3.849) is greater than the table value (1.96), at 5% level of significance. Hence the respective null hypothesis is rejected. It shows that there is significant difference between male and female standard XI students in the dimensions of Problem solving ability, Support seeking ability, Positive appraisal, Acceptance, Humour and Stress coping ability in total.

Hypothesis - II

There is no significant difference between rural and urban school standard XI students in their stress coping ability.

Table 2
Difference between Rural and Urban School Standard XI Students in their Stress coping ability

Dimension	Gender	N	Mean	SD	Calculated "t" value	R
Problem solving ability	Rural	145	20.62	4.319	5.473	S
	Urban	355	23.01	4.663		
Support seeking ability	Rural	145	20.08	4.670	3.846	S
	Urban	355	21.92	5.263		
Positive appraisal	Rural	145	17.06	5.488	5.795	S
	Urban	355	20.23	5.702		
Acceptance	Rural	145	11.82	2.510	6.069	S
	Urban	355	13.55	3.670		
Denial	Rural	145	13.39	2.772	5.325	S
	Urban	355	15.06	3.992		
Humour	Rural	145	13.36	2.676	6.092	S
	Urban	355	15.21	3.898		
Stress Coping ability	Rural	145	96.33	15.397	7.853	S
	Urban	355	108.97	18.426		

(The table value of „t□ is 1.96, S – Significant, NS -Not Significant)

It is inferred from the above table that the calculated 't' value (5.473, 3.846, 5.795, 6.069, 5.325, 6.092, 7.853) is greater than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is rejected. It shows that there is significant difference between rural and urban school standard XI students in the dimensions of Problem solving ability, Support seeking ability, Positive appraisal, Acceptance, Denial, Humor and Stress coping ability in total. While comparing the mean scores of rural and urban school standard XI students it is inferred that the urban school standard XI students are better in the dimensions of Problem solving ability, Support seeking ability, Positive appraisal, Acceptance, Denial, Humour and Stress coping ability in total than the rural school standard XI students.

Null hypothesis - III

There is no significant difference between male and female standard XI students in their time management.

Table 3
Difference between Male and Female Standard XI Students in their Time Management

Dimension	Gender	N	Mean	SD	Calculated "t" value	R
Time Management	Male	188	160.38	23.045	0.209	NS
	Female	312	160.81	20.599		

(The table value of "t" is 1.96, NS -Not Significant)

It is inferred from the above table that the calculated 't' value (0.209) is less than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female standard XI students in their time management

Null hypothesis - IV

There is no significant difference between rural and urban school standard XI students in their time management.

Table 4
Difference between Rural and Urban School Standard XI Students in their Time Management

Dimension	Gender	N	Mean	SD	Calculated "t" value	R
Time Management	Rural	145	156.00	22.45	3.020	S
	Urban	355	162.55	20.87		

(The table value of 't' is 1.96, S - Significant)

It is inferred from the above table that the calculated "t" value (3.020) is greater than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is rejected. It shows that there is significant difference between rural and urban school standard XI students in their time management. While comparing the mean scores of rural (Mean=156.00) and urban school standard XI students (Mean=162.55) it is inferred that the urban school standard XI students are better than the rural school standard XI students in their time management.

CORRELATION ANALYSIS

There is no significant relationship between stress coping ability and time management of standard XI students.

Table 5
Relationship between Stress coping ability and Time Management of Standard XI Students

Dimensions	Df	Calculated γ^2 value	R
Problem solving ability and Time Management	498	0.237	S
Support seeking ability and Time Management	498	0.257	S
Positive appraisal and Time Management	498	0.254	S
Acceptance and Time Management	498	0.198	S
Denial and Time Management	498	0.215	S
Humour and Time Management	498	0.253	S
Stress Coping ability in total and Time Management	498	0.343	S

(For 498 df the table value of "γ" is 0.113, S - Significant)

It is referred from the above table that the calculated 'γ' value (0.237, 0.257, 0.254, 0.198, 0.215, 0.253, and 0.343) is greater than the table value (0.113) for the df 498 at 5% level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant relationship between Problem solving ability, Support seeking ability, Positive appraisal, Acceptance, Denial, Humour, Stress coping ability in total and time management of standard XI students.

Interpretation and Discussion

The 'γ' test result reveals that there is significant relationship between Problem solving ability, Support seeking ability, Positive appraisal, Acceptance , Denial, Humour, stress coping ability in total and time management of standard XI students. This may be due to the fact that if a student is having high stress coping ability he will be able to understand the concept very clearly and perform well in his academic side. Stress coping ability helps the students to channelize their emotions in a positive way so that they are able to complete their assignment tasks in correct time. This helps to reduce their level of academic stress. Having a balanced and good physical condition, mental and spiritual health promotes stress control of an individual. Perfect health is a comprehensive concept, which includes mental, physical fitness and spiritual

development of an individual. In order to lead a successful and peaceful life, stress management and stress control is very essential. Stress free minded students can achieve a lot in future and they know themselves to utilize the leisure time also very usefully. Hence there exists significant relationship between stress coping ability and time management.

Conclusion

Teachers have to orient the students on the following categories like Prioritization, Scheduling, Time Management Challenges, Goal setting, Self-Motivation, Concentration and focus. Teachers should create interest in the students by giving assignments, seminars related with managing the time. Fruitful stress management programmes like meditation, yoga, art of living etc. should be made a part of the curriculum and these intervention programmes should be given to the student to manage stress and time effectively.

References

1. Alex, K. (2009). Soft Skills New Delhi S.Chand & Co.Ltd.

2. Bharathi,A.(2013). Association between Job Stress and Demographic Factors and Coping Strategies Adopted by Primary School Teachers. *International Journal of Science and Research.*5(9),756-759.

3. Sevari, K., & Kandy, M. (2011). Time Management Skills Impact on Self-Efficacy and Academic Performance. *Journal of American Science.* 7, 720-726.

4. Kelly, M. (2004). Get time on your side, Careers & Universities, 24 (4), p.28.

5. Nonis, et al. (1998) Influence of perceived control over time on college students' stress and stress-related outcomes. *Research in Higher Education,* 39(5), 587-605.

6. Swart, et al. (2008). Exploring the relationship between time management skills and the academic achievement of African engineering students – a case study.*European journal of engineering education.* 35(1). 79-89.

Mrs Viji
M.Phil Scholar
St.Ignatius College of Education
Palayamkottai

Dr.M.Maria Saroja
Research Director
St.Ignatius College of Education
Palayamkottai

Dr.N.Theresita Shanthi
Assistant Professor of Physical Science
St.Ignatius College of Education
Palayamkottai

A STUDY OF PERSONAL AND PSYCHOLOGICAL PROBLEMS OF COLLEGE STUDENTS WITH RESPECT TO STATUS OF COLLEGE

Dr. A. Jeya Sudha,

ABSTRACT

The present study was conducted to investigate the personal and psychological problems of college students and the need for campus services in higher educational institutions with reference to status of college. The population selected for the present study consisted of 1055 college students of the southern districts of Tamilnadu such as Kanyakumari, Tirunelveli, and Tuticorin. Personal Problems scale (PPS) and Psychological Problems (PsPS) scale developed and validated by Jeya Sudha. A, and Francisca. S. (2015) were used for collection of data. The statistical techniques used to analyze the data were mean, standard deviation and 't' test. The result showed that the college students significantly differ in selected personal and psychological problems with reference to status of college.

Key Words: Personal problems, Psychological problems.

Introduction

Entering college is an important turning point for college fresher's in their early adulthood. The college life is both an opportunity and a challenge for them. If they cannot adapt to the new environment quickly, they may have difficulties in their studies and psychological developments (Wang, Chen, Zhao & Xu, 2006). Students all over the world face a number of problems. This is very much true in the case of India also. The student community is affected by lots of problems. Lack of quality education, the threat of unemployment, absence of adequate opportunities, the politicization and criminalization of academic life, rampant corruption and nepotism and a host of such factors dishearten the students and sometimes lead to law and order problems. The learning abilities and academic outcomes of these students are affected when they encounter challenges such as social, emotional, physical and family problems. (Fish,C & Nies,M.A 1996,).

On the basis of the study of Manjula, Kadapatti & Vijayalaxmi (2012), stressors like academic, social, emotional and financial stressors have an impact on the academic achievements of college students. As students are the future citizens of the world, every country should shoulder the responsibility of providing an immaculate environment to the students. Likewise it is the duty of the higher education institutions to provide proper student support services.

Significance of the study

Education is necessary for everyone to lead a successful life. College life is one of the most scintillating and memorable experience in an adolescent's life. It is in college an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches, nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer perspective college students encounter a number of challenges in their day to day life. Paulin (1996) studied varied and multiple forms of problems-financial, family/home, emotional, social and academic problems – experienced by students in a university setting. Therefore the present study is to focus mainly on college students' problems, particularly personal and psychological problems and put forward the need for campus services

in higher educational institutions. It will be helpful to the higher education managers to understand the need for campus services in their educational institutions.

Objectives of the study

➢ To find out whether there is any significant difference between the college students in selected personal problems with respect to status of college.

➢ To find out whether there is any significant difference between the college students in selected psychological problems with respect to status of college.

Null hypotheses

➢ There is no significant difference between the college students in selected personal problems with respect to status of college.

➢ There is no significant difference between the college students in selected psychological problems with respect to status of college.

Methodology

In the present study the investigator conducted a preliminary study to select the problems by using a problem check list. According to the mean value three personal problems like financial problems, home related problems and society related problems and three psychological problems such as anxiety, adjustment problems and stress were selected.

The investigator had employed descriptive method using survey as a technique to study the selected problems of college students. The population selected for the present study consisted of college students of the southern districts of Tamilnadu such as Kanyakumari, Tirunelveli, and Tuticorin. The investigator had used simple random sampling technique for selecting a sample of 1055 college students.

Tool

Personal Problems scale (PPS) and Psychological Problems (PsPS) scale developed and validated by Jeya Sudha.A and Francisca. S (2015). The statistical techniques used to analyse the data were mean, standard deviation and 't' test.

Null hypothesis 1

There is no significant difference between the college students in selected personal problems with respect to status of college.

Table 1
Difference between the college students in personal problems with respect to Status of college

Personal problems	Status of college	Court	Mean	S.D	t-Value	R
Financial problems	Affiliated	621	96.46	24.462	2.317	
	Autonomous	434	92.69	27.075		
Home related problems	Affiliated	621	74.10	24.095	4.199	S
	Autonomous	434	67.98	22.728		
Society related problems	Affiliated	621	85.39	21.189	2.106	
	Autonomous	434	82.63	20.817		
Personal problems total	Affiliated	621	287.75	58.479	1.437	NS
	Autonomous	434	282.44	59.715		

(S-Significant, NS- Not significant)
(at 5% level of significance the table value of 't' is 1.96)

The table: 1 shows that the calculated 't' value for the financial , home related and social related personal problems are greater than the table value. Therefore the college students significantly differ in all personal problems with reference to status of college. Comparing the mean scores the students studying in affiliated colleges have high personal problems than their counterparts.

Null Hypothesis 2

There is no significant difference between the college students in selected psychological problems with respect to status of college.

Table 2
Difference between the college students in psychological problems with respect to Status of the college

Psychological problems	Status of college	Count	Mean	S.D	t-Value	R
Anxiety	Affiliated	621	75.70	17705		
	Autonomous	434	74.68	17235	0.985	
Adjustment problems	Affiliated	621	88.04	19687		
	Autonomous	434	87.45	20345	0.469	
Stress	Affiliated	621	124.0	32374		NS
	Autonomous	434	120.3	32269	1.828	
Psychological problems total	Affiliated	621	255.%	58595		
	Autonomous	434	243.0	60284	3.412	S

(S-Significant, NS- Not significant)
(at 5% level of significance the table value of 't' is 1.96)

The table: 2 shows that the calculated 't' value of psychological problems in total is greater than the table value. Therefore the college students significantly differ in psychological problems in total with reference to status of college. Comparing the mean scores the students studying in affiliated colleges have high psychological problems than their counterparts.

Interpretation and Recommendations

The findings of the present study revealed that the college students significantly differ in selected personal and psychological problems with reference to status of college. Students studying in affiliated colleges have faced more problems than their counterparts. Most of the students studying in affiliated colleges are from rural and economically backward families. Due to domestic workloads, inconvenient family environment, inadequate infrastructure facilities and low economic status of their family they may feel insecure and these reasons may lead to face more personal problems. Likewise affiliated colleges try to obtain autonomous status. To get the autonomous status the authorities expect high academic performance from the students and faculty members. This academic pressure may create psychological problems such as anxiety, stress and adjustment problems among the students.

The findings of the present study attempt to answer the research question 'Is there any need for campus services in higher educational institutions?' The result of the present study reveals the presence of personal and psychological problems among the college students. Based on the findings, the investigator recommends the authorities of higher educational institutions to establish campus services and structures such as mentoring, career advisory committee, student welfare programmes, guidance and counselling services and skill development and training. This recommendation is also supported by Parker et.al (2004). Non-academic student supports or campus services are designed to encourage academic success but that do not deal directly with academic content.

Conclusion

Students with personal or psychological problems may lack confidence in their ability to succeed. During this period colleges should provide various support activities. There are four central mechanisms by which non-academic or student support services appear to promote students' success. They are creating social relationships, clarifying aspirations, enhancing commitment and developing positive attitude and making college life feasible. Colleges should move beyond reliance on specific programs and work to integrate activities that incorporate the four support mechanisms. Additionally, colleges should consider strategically reallocating resources, taking advantage of the efficiencies of student success courses and online advising, so that more resources can be devoted to students who need more intensive advising. However, these more efficient services must be well-designed and rigorously implemented, and all students must be able to meet their advisors in person. Hence campus services or student support services are indispensable need for every higher educational institution to offer healthier citizens to the society.

References

1. Fish, C. & Nies, M.A. (1996). Health promotion needs of students in a college environment. *Public health Nursing*, 13, 104 – 111.

2. Klassen, K. J., Trybus, E., Kumar, A. (2005). Planning food services for campus setting. *International Journal of Hospitality Management*. 24(2005) 579-609. (Obtained from http://www.ku.ac.ke/schools/humanities/images/stories/docs/Research/trannsitional-challenges-facing-first-year-students.pdf on 13/2/2017)

3. Manjula, G., Kadapatti. & Vijayalakshmi. (2012). Stressors of Academic Stress: A study on pre-university students. *Indian Journal of Science and Research*. 3(1): 171-175, 2012.

4. Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: examining the transition from high school to university. *Personality and Individual Differences*, 36(1), 163-173. (Obtained from http://www.sciepub.com/reference/109272 on 13/2/2017)

5. Paulin, E.P. (1996). A Survey on Acedemic Problems Encountered and Coping Patterns Used by some of the Graduating Students of the SSH, NSM, Forestry and Engineering A.Y. 1995-1996. Unpublished Undergraduate Thesis, Mindanao State University, Marawi City. (Obtained from http://www.researchgate.net/publication/320567738 Problems Experienced by College Student Scholars on Nov-23, 2018.

6. Wang, A., Chen L., Zhao, B., & Xu, Y. (2006). First-year Students Psychological and Behaviour Adaptation to College: The Role of Coping Strategies and Social Support. *US-China Education Review*, 3, 27-36. (Obtained from http://files.eric.ed.gov/fulltext/EJ1067068. pdf on 13/2/2017)

7. http://ccrc.tc.columbia.edu/media/k2/attachments/designing-a-system-for-strategic-advising.pdf (retrieved on 31/10/2018)

Dr.A.Jeya Sudha
Assistant Professor of History
St.Ignatius College of Education
Palayamkottai

WOMEN HEALTH IN THE WORKING ENVIRONMENT: ISSUES, EXPECTATIONS AND CHALLENGES

Dr. R. Sengamalam @ Vaanathi

ABSTRACT

Women play variety of significant roles in our society from their birth till the end of life. The modern society had started recognizing the individual identity of women. Women's health is linked to the status of women in society and the culture that brews within this structure. There are a lot of health issues that mushroom from the socio-economic scenario. The health of Indian women is intrinsically linked to their status in society. Comparably, the health conditions and health issues are not same for both the gender. Since, the role of women is important in any organization, it is more important to consider their health issues meaningfully. This paper deals with the need of women health in the working environment and their challenges in brief.

Key words: Activities, Organization, Socio-economic status.

INTRODUCTION

The health of Indian women is intrinsically linked to their status in society. Research on women's status has found that the Indian women are viewed as economic burdens. They typically have little autonomy, living under the control of first their fathers, then their husbands, and finally their sons. All of these factors exert a negative impact on the health status of Indian women. Poor health has repercussions not only for women but also their families. (Kamalapur,M.S & Reddy,S.2013) Women in poor health are more likely to give birth to low weight infants. They also are less likely to be able to provide food and adequate care for their children. Finally, a woman's health affects the household economic well-being, as a woman in poor health will be less productive in the labor force. While women in India face many serious health concerns such as reproductive health, violence against women, nutritional status and unequal treatment of girls and boys. The degradation of health of female has more than the male. The relaxation and sudden mood changing capacity of woman is lower than the man due to many reasons like opportunity, culture, availability, acceptance level, birth characters and societal limitations. Hence, the health condition is the major issue in the development of women in all aspects.

Even though, a woman with intellectual confident and emotional maturity, her health condition being noticed and criticized in different dimension both personally and academically. In this case, it should be accepted that some privileges and relaxation being provided by the working management and the organization. But the execution levels of all these are not meet up to mark of expectations among the women in their working environment. (Duggal,R.2002). This paper highlights the Women health in the working environment with their issues, expectations and challenges.

FACTORS DETERMINING WOMEN'S HEALTH

The factors which determine women's health are death during childbirth, illiteracy, ignorance and violent attacks on women, etc. Overall, these factors adversely affect women's health; mental and physical well-being. Further, a woman's ill health affects not only her as an individual, but her family suffers too.

- **Multiple and frequent pregnancies:** The Indian society is obsessed with a male child, and hence, women are often forced to get pregnant often for want of a son. Even though everyone is aware of a woman's nutritional needs during pregnancy, it is not meted out to them, and numerous pregnancies, abortions even in case of female child

and closely spaced births, adds to deteriorating health and nutritional status. Due to birth giving and hormone imbalance in later age lead a great issues among their survival.

☐ **Ignorance and illiteracy:** Poverty, illiteracy, and superstitions play an essential role in determining the health of a woman. It is estimated that 16% of the population in the rural areas stay more than 10kms away from any medical facilities. Poor hygienic conditions can lead to many diseases like human papillomavirus (HPV) infection which leads to cervical cancer. It could also lead to genital warts, urinary tract infection (UTI) and other serious health issues.

☐ **Lack of Nutrition:** Lack of knowledge about dietary pattern during pregnancy and breastfeeding stages is crucial. This may due to the fact that the women are not aware or ignorant towards maternal and reproductive health. More than half of women suffer from anemia, caused by malaria, hookworm infestation and inadequate intake of iron and folic acid

☐ **Skewed Sex Ratio:** The Census of India 2011 has shown the lowest child sex ratio since India's independence in 1947. The rate has dropped to 914 females for every 1,000 male children between 0 to 6 years old. This indicates the society's preference for a male child. This leads to women getting a sex determination test, multiple abortions are most commonly in rural areas which leads to female infanticide.

☐ **Violent Crime against Women:** Violence against women is also a health problem, but it is sadly not considered one and ignored. Every five minutes a violent crime is reported against women in India. This is a serious issue because it depletes a woman's emotional and physical strength. There aren't enough rehabilitation homes in our country that cater to victims of such crime.

Basic Needs of Women in the Working Environment

Women are the driving force to make the process and activities productively. They are the tools to make the systems perfect and are the corners to turn the concern zenith. Hence, a woman comes for a job is not only for earning money and also mark her role in that concern as effective and to prove her role. She requires the following some basic needs or expectations:

☐ Expecting criticism without notifying the gender disparity

☐ Avoiding interactions on the health conditions and physical appearances

☐ Providing a healthy working environment without biasing with respect to gender

☐ Maintaining a good sanitary facilities

☐ Appreciating them without coding their gender particularly.

☐ Accepting the productive suggestions offered by them.

☐ Skipping in comparison personally

☐ Interacting with official language

☐ Considering the health issues equally if need arises.

☐ Avoiding the sexual harassment behaviour

Now-a-days, women are achieving more in sports, defense, police and security throughout the world especially in eradicating the concept of 'weak physical structure and fear of facing struggle'. Empowerment of women is the concept wise successful but implementation level is still progressive. It is not meant that women still have not received opportunities and rights; it is not enough to make their efforts and availing their efficiency to the greater extent.

Need of Emotional Health for Women in the Working Environment

Today, female children are not given proper security to the required extent in terms of emotional, intellectual,

economical and social at earlier stage. Respect is not a materialistic honour to the women, it is an emotional confident being provided from the opposite sex in the working environment and it should be realized meaningfully. If an emotional support and appreciation being given to them, the personal and organizational achievement and their productivity will reach a great level in multiple ways.

It is noticed that emotional agitations would lead to achievement blocking among women. Hence, working environment should be made with appropriate assurance in providing emotional confident, physical comfort, societal recognition, and gender equality. Thus women source is important in the working organization.

Challenges of Women in the Working Environment

☐ Satisfy the level of expectation in her working place equally

☐ Overcome the gender issues by focusing the achievement individually

☐ Avail the academic opportunities without any hesitation

☐ Maintain self-respect without losing her business bondage

☐ Make to understand her views with authentic evidences for further development

☐ Hold appropriate data based information for further clarification

☐ Finally, have good dress code depends upon the environment appropriately

A woman is a positive energy by hiding her real health condition whatever may be the situation handled or provided to her. But, the reality is how she could be recognized or identified in the working environment. It is evident that only few percentages of women can reach their achievements in different fields. It is also accepted that their health issues may not be considered or noticed by the authority positively to the greater extent. Sympathetically, they may be given some relaxation, but literally they may not be realized by the authorities and the concerned officials in different fields to some expected level.

Status of Women Empowerment with respect to Women's Health

Women Empowerment is being focused and drilled its significance and compulsion of the society to some extent now-a-days; the concept of empowerment has been assessed for many reasons including its manifold and ambiguous definitions. Our society makes the women dependent throughout their lifestyle. As ratification, in order to give security and natural need of cultural bondage of women, such type of dependency is unavoidable. Women are being protected and they are not notable much enough if they affected by any health issues in the working environment. This is nothing but the need of realization of bodily issues due to aging and other genetic cause. The requirement of privacy in the working environment is more important for women than the other gender. In observation, equal works are being done and completed by all with equal financial benefits specifically in higher level working culture. But, it is not happening so far in middle or low level. In this context, it is not mean that women empowerment is achieved to great extent totally without considering the overall population of women in any society. In addition to security in working environment, there should be moral acceptability and emotional respect with respect to their health and physical conditions of women.

Conclusion

Women are facing many problems and crisis in their life span, viz., sexual harassment, inequality, avoiding educational opportunities, absence of vocational training, unequal salary if working opportunity provided, and unhealthy criticism with respect to their physical and social aspects, so on. Facing all such hurdles, women are now part and parcel of development of societal progress in all fields without any doubt. But, working environment is one of the

important domains in doing their work effectively. In this context, health issues associated with women are not avoidable factors. At the present scenario, the need of women contribution is unavoidable factor in all fields. Hence, it is important to make them convenient if they are affected by any health issue at their working environment. It is not a big task to implement; it requires some attitudinal changes among the co-workers in the working environment. It is not the required demand from the working organization; it is the emotional request of women to make their part productive in the working environment

References

1. Duggal,R. (2016). Role of Globalisation in Women's Health. *International Journal of Multidisciplinary and allied studies.* 3(2)63-66.
2. Sunilkumar.M., Kamalapur & Somanath Reddy.(2013). *International Research Journal of Social sciences.*2(10),11-15.
3. https://www.researchgate.net/publication/297890108_Role_of_Globalisation_in_Women's_Health_A_Key_Issue. Retrived on 12.12.2018.
4. https://en.wikipedia.org – retrieved on 17.09.2018 at 19.00
5. http://www.georgeinstitute.org.in/projects/areas/framing-womens-health-issues-in-21st-century-india - retrieved on 20.09.2018 at 13.30
6. http://www.scielo.br/scielo.php?pid=S010412902014000401162&script=sci_arttext&tlng=en – retrieved on 25.10.2018 at 22.00
7. http://apps.who.int/iris/bitstream/handle/10665/77350/9789241501736_eng.pdf;jsessionid=4FA64A5E18A81EE1F46735FE808EBB53?sequence=1- retrieved on 28.09.2018 at 11.00
8. https://www.iaspaper.net/women-empowerment-in-india-retrieved on 05.10.2018 at 14:00

Dr. R. Sengamalam @ Vaanathi
Assistant Professor
Madurai Kamaraj University
Department of Education, DDE
Madurai – 625 021

ST.IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)
PALAYAMKOTTAI – 627 002

Inigo Edu Research is pleased to publish the experts of our College for consultancy services. Those institutions in need of the consultancy services can contact the concerned persons furnished below.

Sl.No	Name and Designation	Area of expertise
1	Rev.Dr.A.Nirmala Devi Principal Assistant Professor of Education 9443450651 nimmy.devi@gmail.com	Sociological Perspectives of Education Guidance and Counselling Value Education
2	Dr.M.Maria Saroja Former Controller of Examinations Research Director Associate Professor of Biology 9488662905 shaanmaria@gmail.com	Guidance and Counselling Biological Science Education
3	Dr.E.C.Punitha Dean & IQAC Coordinator Associate Professor of English 9443583079 elcpunitha@gmail.com	English Language Education
4	Dr.A.Faritha Begam Controller of Examinations Associate Professor of Education 9443156228 faridharahman@gmail.com	Educational Management Guidance and counseling Curriculum Planning & Evaluation
5	Sr.L.Vasanthi Medona Assistant Professor in Mathematics 9442075912 vasanthimedona@gmail.com	Mathematics Education Educational Statistics Educational Administration Special Education
7	Dr.N.Theresita Shanthi Assistant Professor of Physical Science 9486225033 navisk506@gmail.com	Physical Science Education Advanced Educational Psychology Special Education
6	Dr.R.Indira Mary Ezhil Selvi Assistant Professor of Psychology 9442394778 indraezhilselvi@yahoo.com	Educational Psychology

INIGO EDU RESEARCH

The Journal on Education
(Bi-Annual)

Published by

St.Ignatius College of Education (Autonomous) Palayamkottai
Reaccredited by NAAC with "A" Grade
Affiliated to Tamil Nadu Teachers Education University, Chennai

Tel: 0462 – 2560559
email: shaanmaria@gmail.com   : www.ignatiuscollegeofeducation.com

SUBSCRIPTION FORM

Annual Subscription for Individual Rs.200/- Life Rs.2000/-

Annual Subscription for Institution Rs.300/- Life Rs.3000/-

I /We would like to subscribe for the **INIGO EDU RESEARCH** of St.Ignatius' College of Education, Palayamkottai

My / Our details are given below

Name   :
(individual / organization)

Designation   :

Address : Office   :

Address Residential   :

Mobile No   :

Email ID   :

I am / We are enclosing a DD for Rs ………………….. (Rupees …………………………………

……………………………………………………………..only) in favour of   St.Ignatius' college of Education,

(Autonomous), Palayamkottai, payable at………………………………….

DD No……………………………………………..Date …………………………………………………..

Name of the Bank ……………………………………………….Branch …………………………………….

Please fill in the subscription form and mail to :

The Chief Editor, St.Ignatius' college of Education, (Autonomous), Palayamkottai,

INIGO EDU RESEARCH

INIGO EDU RESEARCH

The Journal on Education