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(B.Sc. , M.A. , M.Ed. , Ph.D.) , Principal

Ref.

Date :

3.2.1.1: Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

E-copies of outer jacket/content page of the journals in which articles are published



शिक्षणातील ज्ञान, विज्ञान, तंत्रज्ञान आणि संशोधन यांना वाहिलेले नियतकालिक

Vol.: 13th | Issue : 1st | Quarterly : April to June 2021



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डॉ. किशोर चव्हाण

कार्यकारी संपादक:
डॉ. संजीव सोनवणे

इन्सार्चिट पब्लिशिंग, नाशिक



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Chinchwadgaon, Pune-33.

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या अंकातील लेखांचे विचार स्वतंत्र आहेत.

त्यास संपादक मंडळ सहमत असतीलच असे नाही.

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Quarterly - April to June 2021

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वैदिक गणिती शंकराचार्य व वैदिक गणित

प्राचार्य डॉ. प्रविण लक्ष्मण कोठावडे

श्री जैन विद्या प्रसारक मंडळ, अध्यापक महाविद्यालय (बी.एड.) चिंचवड, पुणे

वैदिक गणित :

गणित ही सर्व शास्त्रांची जननी आहे असे म्हटले जाते. गणितात अभिरुची असल्यास कोणत्याही शास्त्राचा अभ्यास सहजतेने करता येते. भारतीय गणितज्ञांनी गणित विषयास अनेक संकल्पना देवून समृद्ध केले आहे. प्राचीन संस्कृत वाङ्मयात गणिती संकल्पनांचा प्रचंड साठा आहे. त्यातील वेद, उपनिषदांमधून वेचलेल्या १६ मूळ सुत्रांचा व १३ उपसुत्रांचा गणित संग्रह श्री शंकराचार्यांनी आपल्या

'Vedic Mathematics' या ग्रंथात स्पष्टीकरणासह मांडला. या वैदिक गणित सुत्रांच्या अध्ययनामुळे मोठमोठ्या संख्यांची उदाहरणे अगदी विद्युतवेगाने सोडविता येतात. गणित विषयात अभिरुची वाढते आणि आत्मविश्वास निर्माण होतो. स्पर्धा परीक्षा देणाऱ्या विद्यार्थ्यांना त्यांचा लाभ होतो. त्यामुळेच वैदिक गणितावर प्रेम वाढू लागले आहे. काही सुत्रांचा परिचय करण्यापुर्वी श्री शंकराचार्यांच्या संक्षिप्त जीवनक्रम पाहणे उचित ठरेल.

संख्याप्रेमी शंकराचार्य

जन्म :- १९ मार्च १८८४ तंजावर जिल्हा, तामिळनाडू राज्य.

विशेष प्राविण्य :- एकाच वेळी विज्ञान, तत्त्वज्ञान, इतिहास, इंग्रजी, गणित आणि संस्कृत या विषयांत एम्. ए. प्रथम क्रमांक.

प्राचार्य :- बंगलोरला तीन वर्षे.

संन्यासदीक्षा :- लाहोर येथे प्राध्यापक असतांना संन्यासदीक्षा घेण्याची प्रेरणा त्यामुळे शुंगरीस प्रयाण.

एकांतवास :- १९११ ते १९१९ दरम्यान एकांतवासात वैदिक गणित रचना

प्रचारकार्य :- १९१९ ते १९२५ प्रचारकार्य; (दीक्षा घेतल्यावर)



गोवर्धनपीठाचे शंकराचार्य :- १९२५ ते १९६० पुरीच्या गोवर्धनपीठाचे शंकराचार्य म्हणून कार्य.

व्याख्यानाद्वारे प्रबोधन :- तत्त्वज्ञान वैदिक गणित प्रचारासाठी भारतात आणि अमेरिकेच्या अनेक विद्यापीठात व्याख्यानाद्वारे प्रबोधन.

ग्रंथलेखन :- 'Vedic Mathematics' हा ग्रंथ म्हणजे स्वामींच्या मुल्लेखनाचा एक सोळांश भाग होय. इतर भाग अद्याप मिळाले नाहीत. हा ग्रंथ १९६५ ला त्यांच्या शिष्यवृंदांनी प्रसिद्ध केला.

समाधी :- २ फेब्रुवारी १९६० रोजी मुंबईतील मलबार हिल वरील बाणगंगातीरावर सूर्यप्रभाभवनात समाधी.

२९ सुत्रांचा उपयोग :-

वैदिक गणिताच्या सुत्रांचा अभ्यास केल्यास जलदगतीने उदाहरणे PRINCIPAL येतात. यामध्ये चार प्राथमिक क्रिया, श्री जैन विद्या प्रसारक मंडळ, College of Education (B.Ed.) चिंचवडगाव, पुणे-३३, समीकरणे, वर्गसमीकरणे, Quarterly : April to June 2021



Prof. Ramkrishna More Arts, Commerce & Science College

Affiliated to Savitribai Phule Pune University

UD No. PU/PU/AC/200/1992



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DBT : STAR COLLEGE STATUS

Outward No. : RMC / A /

581/2021-22

Date :

12/10/2021

President

Ajit Pawar

To,

Miss. Asha Yashwant Sakunde
Walhekarwadi, near Ranmala
Chinchwad, Pune. 411033
Mail.ID - ashasakunde21@gmail.com
9763419427

Vice President

Rajendra Ghadge

Subject :- Confirmation of admission to the Ph.D. Programme in Economics by the Savitribai Phule Pune University

Ref :- University letter No. PGS/3354 dated 15/09/2021

Dear Miss. Asha Yashwant Sakunde

Hon. Secretary

Adv. Sandeep Kadam

Senate Member

Savitribai Phule Pune University, Pune

Treasurer

Adv. Mohanrao Deshmukh

I am happy to inform you that the Research and recognition Committee in Economics has approved your research topic on "पिंपरी चिंचवड परिसरातील बालगुन्हेगारांच्या कुटुंबांच्या आर्थिक व सामाजिक समस्यांचा अभ्यास" (२०१०-२०२०)

Your admission is now confirmed as per provisions under 3 & 6 of the rules for the Degree of Doctor of Philosophy. The details of your admission are

1. Subject : Economics
2. Faculty : Humanities
3. Guide : Dr. Salave Sangita T.
4. Date of Registration : 06-03-2021

Dy. Secretary

L. M. Pawar

I/c Principal

Dr. A. J. Khandagle

Member

Academic Council, SPPU, Pune

Please also note that you will have to pay the fees prescribed as per the University Schedule. The First year fee will have to be paid within a month from the date on which your admission is confirmed. Every year will have to pay your fee within a month from the date of completion of year.

Head

Research Centre in Economics
Ramkrishna More Arts, Commerce & Science
College Akurdi Pune - 411 044

Yours Faithfully,

Principal

Prof. Ramkrishna More Arts, Commerce &
Science College, Akurdi, Pune - 411 044

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Copy to

Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

The Dy. Registrar, P. G. Section, University of Pune, Pune-411007

The Guide : Dr. Salave Sangita T.





पुणे जिल्हा शिक्षण मंडळाचे

स्थापना : जून १९९२

प्रा. रामकृष्ण मोरे कला, वाणिज्य व विज्ञान महाविद्यालय

से.नं. २८, गंगानगर, प्राधिकरण,
आकुर्डी, पुणे - ४११ ०४४.
फोन : ०२० - २७६५०२७६

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(आयटी नं. पीए / पीएन / एमसी / ०१० / १९९२)
NAAC Grade A+ (CGPA : 3.46)

जावक क्र. : आरएमसी/अ / ११० / २०२०-२१/०१

दिनांक : ८/३/२०२१

अध्यक्ष
अजित पवार

उपाध्यक्ष
राजेंद्र घाडगे

मानद सचिव
अॅड.संदीप कदम

खजिनदार
अॅड. मोहनराव देशमुख

उपसचिव
एल. एम. पवार

प्र.प्राचार्य
डॉ. ए. जे. खंडागळे
सदस्य, विद्यार्थीविकास
सा. पु. पुणे विद्यापीठ, पुणे

Research Centre in Economics Provisional Admission

To,
Asha Yashawant Sakunde,
Walhekar wadi, Near Ranmala
Chinchawad, Pune

Subject: Your application for Registration for Ph. D. dated 06th March 2021

Dear, Asha Yashawant Sakunde

We are happy to inform you that you have been provisionally admitted to the Ph. D. Programme in Economics, under the Faculty of Humanity, Savitribai Phule Pune University, Pune with effect from 06th March 2021. Your place of research is "Research Centre in Economics" Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi, Pune-44.

Your proposal is being forwarded to university office for approval of the research topic. Your registration will be confirmed after the university authorities approve for the research topic.

Co-ordinator
Research Center in Economics
Head

Research Centre in Economics
Ramkrishna More Arts, Commerce & Science
College Akurdi Pune - 411 044

Copy to:

1. The Dy. Registrar (Ph.D. Unit) Savitribai Phule Pune University, Pune-411007
2. The guide: Dr. Salave Sangita T.



Dr. A.J. Khandagale
PRINCIPAL

Prof. Ramkrishna More Arts, Commerce &
Science College, Akurdi, Pune-411 044

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STUDY OF COMPUTER ATTITUDE OF D.T.ED. STUDENT TEACHERS

Pravin Laxman Kothawade, Ph. D.

Principal, Shri Jain Vidya Prasarak Mandal, College of Education Chinchwad. Pune. - 33.

Abstract

In this study an attempt has been made to study computer attitude of D.T.Ed. Student Teachers. Standardized stress scale by Dr. Tahira khatoon & Manika sharma has been used for the Present study to measure computer attitude of D.T.Ed. Student teacher. The random sample technique has been followed to data collection. The sample includes 100 male & female student teacher of degree college of Education. For purpose of analysis and interpretation of data, descriptive and inferential statistical techniques like Mean, S.D., Skewness, kurtosis, correlation & t-test were used. Major findings of the study were i) There is no significant difference in computer attitude of D.T.Ed. Student Teacher of Male & female Trainee teacher. ii) Attitude against computer of 43% student teachers found below average.

Keywords: - Computer attitude, Student teachers.



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Background:- Today we are all living in cyber world. World has become global village. Information of every incident happening in the world gets to all common man within few seconds. This is due to digitalization and computerization of each and every of common man of world. So in the world of computer, internet and cyber world it has become necessary to handle computer, laptop, internet and mobile to everyone. We have to say that in this world of digitalization our basic needs are changed. For example we are learnt that food, cloth and shelter are our basic needs. But now we have to say that with this three, information technology has become our basic needs. Even definition of literacy is also changed in current situation. Any person who have command on 3R's (Reading, writing and arithmetic) is not literate but who have command on computer with 3R's is literate. Every person has to do his daily routine works with the help of online on computer. So handling & working on computer is very important in our daily life for everyone.

In digital world working on computer is mandatory to all means from child to old men. Computer education is getting from KG. From children to old aged person also handles mobiles easily but some student still try to keep away self from computer. They think we should be away from computer preferably. They want to do their works by traditional methods. Some students use it or handle it for only educational forfit and not tries to get command on it. So computer attitude is very important to all in today's life. As D.T.Ed.



Student teacher are future of country if their self attitude towards handling computer is good then and then they can put ideal example in front of students . so researcher decided to do study on computer attitude of D.T.Ed. Student teacher

Importance of the Study:

- 1) Due to this study we will get information about computer attitude of D.T.Ed. Student teacher
- 2) Due to this study we will get information about whether there is a significant difference in the mean score of computer attitude between
 - a) Male and female D.T.Ed. Student teacher.
 - b) Arts & Science faculty's D.T.Ed. Student teacher of

Operational Definitions of key terms :-

Computer attitude :- score achieved by D.T.Ed. Student teacher after filling computer attitude scale of Dr. Tahira khatoon & Manika sharma

Student Teachers: - One who is enrolled or attend the class of Teacher training diploma of Education (B.Ed.), after completing H.S.C.

Objectives:-

- 1) To Measure the level computer attitude of D.T.Ed. Student teacher
- 2) To Measure the level of computer attitude of Male D.T.Ed. Student teacher
- 3) To Measure the level of computer attitude female D.T.Ed. Student teacher.
- 4) To Measure the level of computer attitude.of D.T.Ed. Art faculty Student teacher
- 5) To Measure the level of computer attitude of D.T.Ed. science faculty Student teacher

Hypothesis:-

The hypothesis set for the study was as follow:-

- 1) There exists a significant difference in the spiritual intelligence of
 - a) Male and female D.T.Ed. Student teacher.

Arts & Science faculty's D.T.Ed. Student teacher.

Method:-The Methodology adopted for measuring spiritual intelligence of Trainee Teacher's of Teacher Education is **Normative Survey Method**.

Tools:-

The following tools is used to measure computer attitude



Standardized computer attitude scale constructed & validated by Dr. Tahira khatoon & Manika sharma was used for the present study to measure the computer attitude of D.T.Ed. Student teacher.

- Validity & reliability of test is 0.93& 0.98

Sample: - The Present study was conducted on a total sample of 100 D.T.Ed. Student teacher.

of training colleges at Yeola. dist. Nashik (Maharashtra state). The sample was selected using stratified random sampling technique giving due representation to both the sexes (male and female) and the faculty of junior college (Arts and Science)

Analysis & Interpretation :-

A preliminary analysis had done to see whether the dependant variable computer attitude is normally distributed. Important statistical constant such as Mean, Standard Deviation, kurtosis, Skewness, Correlation & 't' value were computed for the total sample. Summary of statistical details presented in table no.1

Table -1 Computer attitude level of Trainee Teachers

Group	No.	Computer attitude Level					
		Ex. High	Above Ave.	Ave.	Below Ave.	Low	Ex. Low
	100	00	05	16	43	25	11
Male	25	00	01	01	10	07	06
Female	75	00	15	15	33	18	05
Art	88	00	10	10	42	22	09
Scien	12	00	07	07	03	02	00

In Table No.1 computer attitude level of D.T.Ed. Student teacher is shown. While considering computer attitude of whole & other sub group it has been found attitude against computer of 43% D.T.Ed. Student teacher is below average. Not single student teacher found having extra high computer attitude. While considering computer attitude of other subgroup near about 50% student Percentage of D.T.Ed. Student teacher of female and Art group have below average computer attitude. Only D.T.Ed. Student teacher from science faculty having computer attitude at average level.



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Table -2 Mean, S.D., Sk. & Ku. Of computer attitude of D.T.Ed. Student teacher

Group	N	Mean	S.D.	S.K.	Ku
Whole	100	75.35	7.77	0.019	0.359
Male	25	73.2	7.52	0.354	0.235
Female	75	76.93	6.90	0.219	1.545
Arts	88	75.12	7.162	0.261	0.961
Science	12	80.5	5.78	0.23	0.328

In Table No. 2 Mean, Standard deviation, skewness & kurtosis of computer attitude of D.T.Ed. Student teacher. Mean of computer attitude of whole group is 75.35. while considering mean of computer attitude of sub groups it has been found that mean of art category group is 80.5 which is higher than rest of other group. And mean of male group is 73.2 which is lower than all other group. Regarding Standard deviation of computer attitude of D.T.Ed. Student teacher ; It has been found that group of science category D.T.Ed. Student teacher is homogenous while whole group of D.T.Ed. Student teacher found heterogeneous. The value obtained for Skewness for whole with other like male, female, science and art group is positive & value for kurtosis for whole with other sub group are below the standard value 0.263 this means that distribution of D.T.Ed. Student teacher is like leptokurtic curve.

Table No 3 Testing of Hypothesis -- Significance of difference between the Mean score of Spiritual Intelligence

Group	N	M	S (S.D.)	t- Value (0.05) level
Female	75	76.934	6.90	2.196 *
Male	25	73.2	7.52	
science	12	80.5	5.78	2.93*
Art	88	75.125	7.162	

* -level of Significance at 0.05

In table no. 7 't' value is calculated regarding computer attitude score of the of D.T.Ed. Student teacher various group. significant difference was found in computer attitude level score of the of D.T.Ed. Student teacher in male, female & other group of the trainee teachers. This means that null hypothesis is rejected and there is significance difference in computer attitude of the of D.T.Ed. Student teacher **Findings:-**

- 1) Attitude against computer of 43% student teachers found below average.
- 2) Not single student teacher found having extra high computer attitude.

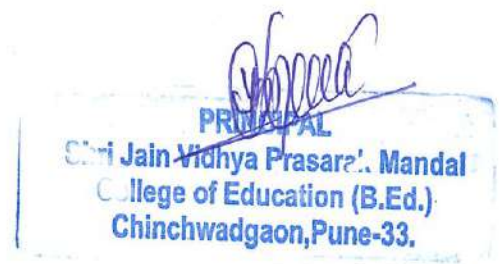


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- 3) Group of science category D.T.Ed. Student teacher is homogenous.
- 4) There exist significant difference in the score of computer attitude of D.T.Ed. Student teacher various group.

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STUDY OF SPIRITUAL INTELLIGENCE OF TRAINEE TEACHERS OF TEACHER EDUCATION

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Abstract

In this study an attempt has been made to study the Study of Spiritual intelligence of Trainee teacher. Standardized stress scale by Dr. Santosh Dhar & Dr. Upindar Dhar has been used for the Present study to measure Spiritual intelligence of Trainee teacher. The random sample technique has been followed to data collection. The sample includes 104 male & female Trainee Teacher of college of Education. For purpose of analysis and interpretation of data, descriptive and inferential statistical techniques like Mean, S.D., Skewness, kurtosis, correlation & t-test were used. Major findings of the study were i) There is no significant difference in spiritual intelligence level of Male & female Trainee teacher. ii) More than 50% trainee teachers have normal spiritual intelligence

Keywords: Spiritual intelligence, Trainee Teachers.



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Background:-

Spiritual Intelligence (SQ) is defined as, "The intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path that is more meaningful than any other." SQ essentially integrates IQ (the traditional Intelligence Quotient) and EQ (Emotional Intelligence). It is our ultimate intelligence.

- **IQ** is associated with the *serial processing activity* of the brain (rational thought). It is associated with our *neural tracts*. Neural tracts learn (are wired) according to a fixed program, the rules of which are laid down in formal logic. *The learning involved is step-by-step. and rule bound.* When we teach children their times table by rote, we are encouraging them to wire their brains for serial processing. It produces the kind of thinking that is useful for solving rational problems or achieving definite tasks. Much instinctual behaviour is also accounted for by serial processing. An instinct can be thought of as a fixed program, as in the imprinting instinct in ducks and other birds - where the newly hatched bird identifies as its mother the first caring object or person it meets, and remains stuck on that identification. Some over rational human beings



can get stuck in a programmed mode of thinking in the same way, finding it difficult to bend rules or to learn new ones.

- **EQ.** Associative thinking underlies most of our purely emotional intelligence (EQ) - the link between one emotion and another, between emotions and bodily feelings, emotions and the environment. It is also able to recognise patterns like faces or smells, and to learn bodily skills like riding a bicycle or driving a car. It is 'thinking' with the heart and the body and so is thought of as our 'emotional intelligence' or the 'body's intelligence'. The structures within the brain with which we do our associative thinking are known as *neural networks*. Each of these networks contains bundles of up to 100,000 neurones, and each neurone in a bundle may be connected to as many as 1,000 others. Unlike the precise wiring of *neural tracts*, in *neural networks* each neurone acts upon or is acted upon by, many others simultaneously.

Unlike serial neural tracts which are rule bound or program-bound and thus unable to learn, neural networks have the ability to rewire themselves in dialogue with experience. *All associative learning is done by trial and error.* This kind of learning is experience-based: the more times I perform a skill successfully, the more inclined I will be to do it that way next time. Associative learning is also tacit learning - I learn the skill, but I can't articulate any rules by which I learned it and usually can't even describe how I did so. Neural networks are not connected with our language faculty, nor with our ability to articulate concepts. They are simply imbedded in experience. We *feel* our skills, we *do* our skills, but we don't think or talk about them. We develop our skills because they give us a sense of satisfaction or a feeling of reward, or because they help us avoid pain.

Thus most emotions are developed by trial-and-error, a slow associative build-up of response to certain stimuli. and they are quite habit-bound. Once I have learned to feel anger at a given stimulus, it is difficult for me to react differently next time. Much of psychotherapy exists to help people break the habit of long-standing but inappropriate emotional association.

Like other aspects of associative intelligence, emotions are not immediately verbal. We often have trouble talking about them, at least with any accuracy, and they are certainly not always 'rational' in the sense of obeying rules or predictions. They often respond to incomplete data in unpredictable ways.

Associative intelligence is able to deal with ambiguous situations, but it is also 'approximate'. It is more flexible but less accurate than serial thinking. The disadvantages of this type of



thinking are that it is slowly learned, inaccurate and tends to be habit-bound or tradition bound. We can relearn a skill or an emotional response, but it takes time and much effort. And because associative thinking is tacit, we often have difficulty sharing it with others. We can't just write out a formula and tell someone else to get on with the job. *All of us must learn a skill in our own way, for ourselves.* No two brains have the same set of neural connections. Similarly, no two people have the same emotional life. I can recognise your emotion, I can empathise with it, but I don't *have* it.

- **SQ.** Spiritual intelligence (SQ) could also be called the 'intelligence of meaning'. It is what makes us essentially human: the ability to plan, to make sense of our emotions, to control our impulses, to make choices, and endow our world with meaning. The frontal lobes of the brain are where our ideas are created; plans constructed; thoughts joined with their associations to form new memories; and fleeting perceptions held in mind until they are dispatched to long-term memory or oblivion.

This brain region is the home of consciousness - the high lit land where the products of the brain's subterranean assembly lines emerge for scrutiny. Self-awareness arises here, and emotions are transformed in this place from physical survival systems to subjective feelings. If we were to draw a 'you are here' sign on our map of the mind, it is to the frontal lobes that the arrow would point. In this our new view of the brain echoes an ancient knowledge - for it is here, too, that mystics have traditionally placed the Third Eye - the gateway to the highest point of awareness. (Carter 1998, p. 180)

IQ is associated with serial processing in the brain via hard-wired neural tracts and EQ emerges from associative processing via the brain forming, by trial-and-error, neural networks. SQ seems to emerge from *neural oscillations* at 40Hz (cycles per second) that excite the relevant (for the particular thought activity) parts of the brain. This activity is co-ordinated/controlled by the frontal lobe.

SQ is developed primarily through reflection:

Consider thinking. Thinking is not just a generic term for the collection of skills housed in the brain. It *involves* many of them: recollection and imagining in particular. But it includes something that is not part of any other function: self-awareness. This aspect of thinking is captured in the word often used to describe it: reflecting. (Carter 1998, p. 191)

Whereas IQ is rule based, EQ helps us act appropriately within society's prescribed boundaries, SQ helps us extend and change the boundaries, question our assumptions and



formulate new meaning. It is the intelligence of creativity. My own research indicates that it is inextricably linked with creating order (less entropy) in the brain from chaos (high entropy). Bringing about new order in our brain is facilitated by engaging in activities related to our least conscious part of the brain (our creative mode) in a playful, non-dutiful fashion. "SQ is our compass 'at the edge' " (Zohar & Marshall 2001, pp. 1 in this way by considering importance of spiritual intelligence researcher decided to do work on spiriyual intelligence of trainee teacher's of teacher education.

Importance of the Study:

- 1) Due to this study we will get information about Spiritual Intelligence of trainee teacher's of Teacher Education.
- 2) Due to this study we will get information about whether there is a significant difference in the mean score of Spiritual Intelligence between
 - a) Male and female trainee teacher's of Teacher Education.
 - b) Trainee teacher's of SC/ST and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) rural and urban trainee teacher's of Teacher Education.

Conceptual Definitions of key terms :-

Spiritual Intelligence:- A state of mental tension and worry caused by problem in our life & work.

Operational Definitions of Key terms:-

Trainee Teachers: - One who is enrolled or attend the class of Teacher training Education (B.Ed.), after completing graduate or Post graduate.

Objectives:-

- 1) To Measure the level of Spiritual Intelligence of Trainee Teacher's of Teacher Education.
- 2) To Measure the level of Spiritual Intelligence of Male Trainee Teacher's of Teacher Education.
- 3) To Measure the level of Spiritual Intelligence of female Trainee Teacher's of Teacher Education.
- 4) To Measure the level of Spiritual Intelligence of Art faculty Trainee Teacher's of Teacher Education.
- 5) To Measure the level of Spiritual Intelligence of Science faculty Trainee Teacher's of Teacher Education.



- 6) To Measure the level of Spiritual Intelligence of Open Category Trainee Teacher's of Teacher Education.
- 7) To Measure the level of Spiritual Intelligence of Other category Trainee Teacher's of Teacher Education.
- 8) To Measure the level of Spiritual Intelligence of Urban Trainee Teacher's of Teacher Education.
- 9) To Measure the level of Spiritual Intelligence of Rural Trainee Teacher's of Teacher Education.

Hypothesis:-

The hypothesis set for the study was as follow:-

- 1) There exists a significant difference in the spiritual intelligence of
 - a) Male and female trainee teacher's of Teacher Education.
 - b) Trainee teacher's of open and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) Rural and urban trainee teacher's of Teacher Education.

Method:-The Methodology adopted for measuring spiritual intelligence of Trainee Teacher's of Teacher Education is **Normative Survey Method**.

Tools:-

The following tools is used to measure spiritual intelligence of the Trainee teacher

- Standardized spiritual intelligence scale constructed & validated by Dr. Santosh Dhar and Dr. Upinder Dhar (Jaipur) was used for the present study to measure the spiritual intelligence of trainee teachers. Validity & reliability of test is 0.99 & 0.98

Sample: - The Present study was conducted on a total sample of 100 student's teacher of 2 training colleges at Yeola. dist. Nashik (Maharashtra state). The sample was selected using stratified random sampling technique giving due representation to both the sexes (male and female), the type of (category and marital status) , and the faculty of the graduation study (Arts and Science)

Analysis & Interpretation : -

A preliminary analysis had done to see whether the dependant variable spiritual intelligence is normally distributed. Important statistical constant such as Mean, Standard Deviation, kurtosis, Skewness, Correlation & 't' value were computed for the total sample. Summary of statistical details presented in table no.1



Table -1 Spiritual Intelligence level of Trainee Teachers

Group	No.	Spiritual intelligence Level		
		High	Normal	Low
Whole	104	22	62	20
Male	52	12	25	15
Female	52	10	37	05
Open Category	36	08	24	4
Other Category	68	10	49	09
Art	62	09	49	09
Science	42	09	21	12
Rural	90	17	61	12
Urban	14	1	11	03

In Table No.1 spiritual intelligence level of trainee teacher is shown. While Considering spiritual intelligence of whole & other sub group it has been found that 50% trainee teachers spiritual intelligence level is normal. Percentage of high spiritual intelligence of all groups except science group is less than 25 .This means that percentage of high spiritual intelligence of trainee teacher is very low.

Table -2 Mean, S.D., Sk. & Ku. Of Spiritual Intelligence of Trainee Teacher

Group	N	Mean	S.D.	S.K.	Ku
Whole	104	215.6	22.11	1.81	0.261
Male	52	213.43	23.09	0.51	0.333
Female	52	217.77	13.52	1.096	0.306
Open Category	36	216.45	19.6	-0.06	0.262
Other Category	68	214.36	20.11	-1.533	0.093
Arts	62	219.01	17.09	-0.08	0.197
Science	42	209.17	23.6	0.186	0.282
Rural	90	216.06	21.44	-0.363	0.253
Urban	14	210.05	29.85	2.192	0.059

In Table No. 2 mean, standard deviation, skewness & kurtosis of 215.6 spiritual intelligence of trainee teachers is shown. Mean of stress of whole group is 156.6. while considering mean of stress of sub groups it has been found that mean of art category group is 219.01 which is higher than rest of other group. And mean of science group is 209.17, which is lower than all other group.



Regarding Standard deviation of high spiritual intelligence of trainee teachers; It has been found that group of art category trainee teacher's is homogenous while group of urban student teacher found heterogeneous.

The value obtained for Skewness for whole with other like male, female, science and urban group is positive & value for kurtosis for whole with other sub group except male, female & science group are below the standard value 0.263 this means that distribution of group except male, female & science is like leptokurtic curve.

Table No 3 Testing of Hypothesis -- Significance of difference between the Mean score of Spiritual Intelligence

Group	N	M	σ (S.D.)	t- Value (0.05) level
Male	52	213.43	23.09	1.1696
Female	52	17.77	13.52	
Open Category	36	216.45	19.6	
Other Category	68	214.36	20.11	0.5593
Arts	62	219.01	17.09	
Science	42	209.17	23.6	
Rural	90	216.06	21.44	0.314
Urban	14	210.05	29.85	

In table no. 7 't' value is calculated regarding spiritual intelligence score of the trainee teachers various group. No significant difference was found in spiritual intelligence level in male, female & other group of the trainee teachers. This means that null hypothesis is accepted and there is no significance difference in spiritual intelligence of all groups.

Findings:-

- 1) More than 50% trainee teachers have normal spiritual intelligence
- 2) 23% Male category trainee teacher's have high spiritual intelligence level .
- 3) Art category trainee teacher's group found homogenous and urban category trainee teacher's group found heterogeneous .



4) There exist no significant difference in the score of spiritual intelligence of trainee teachers various groups

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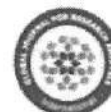
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CORRELATIVE STUDY OF STRESS & STRESS MANAGEMENT OF TRAINEE TEACHERS OF TEACHER EDUCATION

KEY WORDS: Stress, Stress Management, Trainee Teachers.

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ABSTRACT

In this study an attempt has been made to study the Correlative Study of Stress & Stress Management of Trainee teacher. Standardized stress scale by Zakhir Akhtar & Stress Management Scale by Dr. Vandana Kaushik & Dr. Namrata Arora Charpe has been used for the Present study to measure the stress & Stress Management Trainee teacher. The random sample technique has been followed to data collection. The sample includes 200 male & female Trainee Teacher of college of Education. For purpose of analysis and interpretation of data, descriptive and inferential statistical techniques like Mean, S.D., Skewness, kurtosis, correlation & t-test were used. Major findings of the study were i) There is no significant difference in level of stress of Male & female Trainee teacher. ii) Positively but of low level correlation found between stress & stress management Trainee teacher.

BACKGROUND:-

In the daily routine of the Modern world Stress has become an unavoidable for human being. Every adult, teens, & even kids experiences it at times & in different ways. It has become important issue in every facet of life. Stress is the process that occurs in response to events that disrupt, or threaten to disrupt our physical or psychological functioning. Stress exists when demands on a person are perceived as a taxing or exceeding that person's adjustive capacity. Just enough, stress can keep you on your toes, ready to rise to a challenge. But too much stress can have debilitating effect on our health, contributing to agitating many problems including heart disease, high blood pressure, stroke and depression and sleep disorders. Now researcher has decided to do correlative study of stress & stress management of trainee teachers who are the future of next generation; means student who are going to become teacher.

First of all there is a need to explain the meaning of stress. Stress is associated with distress, kind of burden, pressure and hardship. Stress is anxiety or distress, caused by any pressure or tension. Basically stress is wear & tear which our body experiences as we adjust to our continually changing environment. According Lazarus (1961) Stress is an internal response of the individual to pressure when experienced pressure is greater than normal abilities. A certain amount of stress is an inevitable part of learning student. Without stress there is no life. Stress is created by desirable and successful effect is called as Eustress which may increase the achievement and progress in learning children but the stress created by undesirable outcomes cause distress which leads to discomforts, anxiety, fear, laziness and also low confidence. As everyone have to face stress; but everyone tries to overcome on it by its own way or by others guidance. Some manages it comfortably while some looks unable to manage daily routine stress. And under such circumstances teacher factor also looks under so much stress. Trainee teachers who are waiting to get job of teaching from near about decade are so many in number. Maharashtra Government have stopped recruitment of teacher from 2008. Due to this nowadays students after graduation or post graduation not showing interest in B.Ed. Some student who have interest in teaching taking admission by knowing problems of insecurity of job. Some having economical, language problem or need of doing part-time job till takes admission to B.Ed. So by facing such stressing circumstances when students have to complete B.Ed. training in the period of 2 years question arises how they manage? So, investigator decided to study Correlative Study of Stress & Stress Management of trainee teachers.

Importance of the Study:

- 1) Due to this study we will get information about stress of

trainee teacher's of Teacher Education.

- 2) Due to this study we will get information about level of Stress Management of trainee teacher's of Teacher Education.
- 3) Due to this study we will get information about whether there is a significant difference in the mean score of stress & Stress Management between
 - a) Male and female trainee teacher's of Teacher Education.
 - b) Trainee teacher's of SC/ST and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) Married & unmarried trainee teacher's of Teacher Education.

Conceptual Definitions of key terms :-

Stress:- A state of mental tension and worry caused by problem in our life & work.

Stress Management:- Stress Management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

Operational Definitions of Key terms:-

Trainee Teachers:- One who is enrolled or attend the class of Teacher training Education (B.Ed.), after completing graduate or Post graduate.

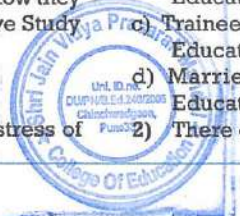
OBJECTIVES:-

- 1) To Measure the level of Stress of Trainee Teacher's of Teacher Education.
- 2) To Measure the level of Stress Management of Trainee Teacher's of Teacher Education.
- 3) To find out the extent of relationship between stress & stress management of Trainee Teacher's of Teacher Education.

Hypothesis:-

The hypothesis set for the study were as follow:-

- 1) There exist a significant difference in the score of correlation of stress & stress management between
 - a) Male and female trainee teachers of Teacher Education.
 - b) Trainee teacher's of SC/ST and other category of Teacher Education.
 - c) Trainee teacher's of Arts & Science faculty of Teacher Education.
 - d) Married & unmarried trainee teachers of Teacher Education.
- 2) There exists a significant difference in the mean score of



stress between

- Male and female trainee teacher's of Teacher Education.
 - Trainee teacher's of SC/ST and other category of Teacher Education.
 - Trainee teacher's of Arts & Science faculty of Teacher Education.
 - Married & unmarried trainee teacher's of Teacher Education.
- 3) There exists a significant difference in the mean score of stress management between
- Male and female trainee teacher's of Teacher Education.
 - Trainee teacher's of SC/ST and other category of Teacher Education.
 - Trainee teacher's of Arts & Science faculty of Teacher Education.
 - Married & unmarried trainee teacher's of Teacher Education.

METHOD:-

The Methodology adopted for measuring stress & stress management of Trainee Teacher's of Teacher Education is Normative Survey Method.

Tools:-

The following tools were used to measure stress & stress management of the student teacher

- Standardized student stress scale constructed & validated by Dr. Zaki Akhtar (Jamshedpur) was used for the present study to measure the stress of trainee teachers. Validity & reliability of test is 0.72 & 0.78

The stress-management scale standardized by Dr. Vandana Kaushik & Dr. Namrata Arora Charpe has been used for the present study to measure the level of management of stress of student teacher. Reliability of test is 0.87

Sample:-

The Present study was conducted on a total sample of 200 student's teacher of 3 training colleges at Yeola, dist. Nashik (Maharashtra state). The sample was selected using stratified random sampling technique giving due representation to both the sexes (male and female), the type of (category and marital status), and the faculty of the graduation study (Arts and Science)

Analysis & Interpretation :-

A preliminary analysis had done to see whether the dependant variable stress is normally distributed. Important statistical constant such as Mean, Standard Deviation, kurtosis, Skewness, Correlation & 't' value were computed for the total sample. Summary of statistical details presented in table no.1

Table -1 Stress level of Trainee Teachers

Group	No.	Stress Level				
		V.H.S.	H.S	Mod	L.S.	V.L.S.
Whole	200	32	37	39	51	41
Male	120	23	23	27	28	19
Female	80	09	14	12	23	22
Other Category	131	20	26	24	31	30
SC-ST Category	69	12	11	15	20	11
Art	132	21	22	28	31	30
Science	68	11	15	11	20	11
Unmarried	118	21	23	21	33	20
Married	82	11	14	18	18	21

In Table No.1 stress level of trainee teacher is shown. While Considering Stress level of whole & other sub group it has been found that 50% trainee teachers in each sub group except female group with whole group are under high to very high stress level. Percentage of female student Teacher group

under low & very low stress found near about 56% which found higher than all sub group and the same for all other subgroup found near about less than 47%. This means that female student teacher group found under the level of low to very low stress.

Group	No	Stress Level						
		Ex Gd.	V. Gd.	Good	Mod	Poor	Very Poor	Ex. Poor
Whole	200	22	33	39	44	34	22	05
Male	120	15	15	21	27	22	18	02
Female	80	08	18	18	17	12	04	03
Other Category	131	19	24	27	28	20	09	04
SC-ST Category	69	04	09	12	16	14	13	01
Art	132	18	21	20	29	22	17	05
Science	68	05	12	19	15	12	05	-
Unmarried	118	11	18	22	25	23	18	01
Married	82	12	15	17	19	11	04	04

In Table No.2 level of Stress Management of trainee teachers is shown. 47% trainee teachers of whole group are found under the good to extremely good level of Stress Management. While considering the level of stress management other sub group; 53.63% trainee teachers of married group are found under good to extremely good level which is higher than all other sub group. SC-ST Category group's level of stress management found 40.57% at poor to extremely poor level which is higher than all subgroups. This means that Stress Management of married is better than all other sub group while SC-ST Category group Stress Management is poor than all other sub groups.

Table -3 Mean, S.D., Sk. & Ku. Of stress of Trainee Teacher

Group	N	Mean	S.D.	S.K.	Ku
Whole	200	156.6	21.9	0.246	0.278
Male	120	159.08	21.26	0.210	0.333
Female	80	152.87	13.80	0.85	0.094
Other Category	131	156.33	22.16	0.089	0.267
SC-ST Category	69	157.97	20.38	0.0647	0.415
Arts	132	156.39	23.61	0.228	0.267
Science	68	157	16.85	0.27	0.284
Unmarried	118	156.4	20.84	0.273	0.274
Married	82	157.69	23.52	0.316	0.262

In Table No. 3 Mean, Standard deviation, Skewness & Kurtosis of Stress of trainee teachers is shown. Mean of stress of whole group is 156.6 while considering mean of stress of sub groups it has been found that mean of SC-ST category group is 157.97 which is higher than rest of other group. And mean of stress female group is 152.87, which is lower than all other group.

Regarding Standard deviation of stress of trainee teachers; It has been found that group of female student teacher is homogenous while group of Art student teacher found heterogeneous.

The value obtained for Skewness for whole with other sub group is positive & value for kurtosis for whole with other sub group except female & married group are above the standard value 0.263 this means that distribution of group except female & married group is like platykurtic curve.

Table no. 4 Mean, S.D., Sk. & Ku. Of stress Management of Trainee Teacher

Group	N	Mean	S.D.	S.K.	Ku
Whole	200	119.3	23.12	0.147	0.213
Male	120	117.83	23.17	0.285	0.309
Female	80	121.12	21.47	0.28	0.617
Other Cate.	131	122.67	23	0.017	0.303

SC-ST Cat.	69	114.5	21.58	-0.486	0.298
Arts	132	118.9	24.17	0.297	0.336
Science	68	120.24	19.94	-0.139	0.802
Unmarried	118	117.04	21.67	0.282	0.311
Married	82	122.55	24.71	-0.168	0.328

In Table No. 4 Mean, Standard deviation, skewness & Kurtosis of Stress Management of trainee teachers are shown. Mean of stress Management of whole group is 119.3 while considering mean of stress Management of sub groups it has been found that mean of Other category group is 122.67 which is higher than rest of other groups. Mean of stress SC-ST Category group is 114.5, which is lower than all other groups.

Regarding Standard deviation of stress of trainee teachers; It has been found that group of Science trainee teacher is homogenous while group of Married trainee teacher found heterogeneous.

The value obtained for skewness for whole with sub group like Male, Art, unmarried is positive and rest of other is negative. Value for kurtosis for whole group is 0.213 which is below than the standard value 0.263 so nature of group of trainee teacher is like leptokurtic curve. Other sub group is above the standard value 0.263 this meant that distribution of group is like platykurtic curve.

Table No 5. Correlation of Stress & Stress Management of Trainee Teachers

Group	N	Coefficient of Correlation (r)
Whole	200	0.43*
Male	120	0.46*
Female	80	0.33*
Other Category	131	0.40*
SC-ST Category	69	0.48*
Arts	132	0.38*
Science	68	0.32*
Unmarried	118	0.43*
Married	82	0.29*

* =Significant at 0.05 level

From table no.5 it is found that the coefficient of correlation between Stress & Stress Management of trainee Teachers of whole & subsample based on sex and other categories is positive. Value is between 0.254 to 0.309 & significant at 0.05 levels.

Its means that correlation is in slight proportion.

Table No 6: Testing of Hypothesis - Significance of difference between the score of correlation of Stress & Stress management

Sr. No.	Group	N	r	t' value
1	Male	120	0.4	0.763
	Female	80	0.3	
2	Other Category	131	0.4	0.151
	SC-ST Category	69	0.48	
3	Arts	132	0.38	2.60*
	Science	68	0.32	
4	Unmarried	118	0.43	0.95
	Married	82	0.29	

* = Not significant at 0.05 level

In table no. 6't' value is calculated regarding score of correlation of stress & stress management score of the trainee teachers various group. Except Arts & Science group no significant difference was found in stress & stress management score of the trainee teachers various group

Table No 7: Testing of Hypothesis - - Significance of difference between the Mean score of Stress

Group	N	M	σ (S.D.)	t-Value (0.05)level
Male	120	159.08	21.9	0.253
Female	80	152.81	21.26	
Other Category	131	156.33	22.16	0.506
SC, ST Category	69	157.97	20.38	
Science	68	157	16.85	0.238
Arts	132	156.39	23.61	
Married	82	157.69	23.52	0.399
Unmarried	118	156.4	20.84	

In table no.7't' value is calculated regarding stress score of the trainee teachers various group. No significant difference was found in stress & stress management scores of the trainee teachers various groups. This means that null hypothesis is accepted and there is no significance difference in stress of all groups.

Table No 8: Testing of Hypothesis - - Significance of difference between the Mean score of Stress Management

Group	N	M	σ (S.D.)	t-Value (0.05)
Male	120	117.83	23.17	1.032
Female	80	121.125	21.47	
Other Category	131	122.67	23	2.39
SC, ST Category	69	118.9	24.17	
Science	68	120.24	19.94	0.418
Arts	132	118.9	24.17	
Married	82	122.55	24.71	1.630
Unmarried	118	117.04	21.67	

In table no.7't' value is calculated regarding stress Management score of the trainee teachers various group. No significant difference was found in stress management score of the trainee teachers various group. This means that null hypothesis is accepted and there is no significance difference in stress Management of all groups.

Findings:-

- 1) More than 50% trainee teachers found under high to very high stress.
- 2) More than 50% female trainee teachers found under low stress.
- 3) Only 47% trainee teachers stress management found under good to extremely good level. Married trainee teachers stress management found better than unmarried trainee teachers.
- 4) SC-ST Category's trainee teachers stress management found poor than Other Category's student teacher.
- 5) Female student teacher's group found homogenous and Art faculty student teacher's group found heterogeneous regarding stress and in the case of stress management science group found homogenous and married group student teacher found heterogeneous.
- 6) Correlation between stress & Stress management of trainee teachers is positive but in very slight proportion.
- 7) There exist no significant difference in the score of correlation of stress & stress management of trainee teachers various groups except Art's & science group.
- 8) There exists no significant difference in the stress of trainee teachers various group.
- 9) There exist no significant difference in the stress management of trainee teachers various groups.


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