

PROBLEM DEALING STRATEGIES OF SECONDARY SCHOOL TEACHERS WITH HIGH  
AND LOW TACIT KNOWLEDGE

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Year of the study : 2010

**OBJECTIVES**

- To construct and standardize a tool for measuring Tacit Knowledge of Secondary School Teachers.
- To find out the extent of preference of various Problem Dealing Strategies among secondary school teachers in dealing challenging situations arising in their career life..
- To find out whether there exists significant difference in the preference for each of the Problem Dealing Strategies between secondary school teachers with high and low Tacit Knowledge in dealing challenging situations arising in their career life.

**METHODOLOGY**

**Method:** Survey method is used

**Sample:** The study was conducted on a final sample of 150 secondary school teachers from five districts of Kerala viz., Thrissur, Palakkad, Ernakulam, Malappuram and Kozhikode using stratified random sampling technique giving due representation to the various strata viz., gender, locale of the school and type of school management

**Tool:** For the present study a Tacit Knowledge Scale for teachers (Mumthas&Blessytha, 2009) is used for measuring the extent of Tacit Knowledge of Secondary School Teachers

**Statistical Techniques:** 1. Percentage Analysis 2. Chi Square Test of Independence

**RESULTS:**

The findings of this study implies that our teacher preparation programme could benefit if they expand their focus to include explicit instruction on practical skills for dealing with social interactions and day to day problems that occur in teaching career

**KEY TERMS:** Problem dealing strategies ,tacit knowledge”