**COMMUNICATION SKILL AND FAMILY STRESS   
OF PRIMARY SCHOOL TEACHERS   
IN KERALA**

**SUPRIYA. P.**

**Dissertation**

**submitted to the University of Calicut**

**in partial fulfilment of the requirement for the degree of**

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**D E C L A R A T I O N**

I, SUPRIYA. P, do hereby declare that this dissertation, "**COMMUNICATION SKILL AND FAMILY STRESS OF PRIMARY SCHOOL TEACHERS IN KERALA"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College,

.07.2007. **SUPRIYA. P**

**C E R T I F I C A T E**

I, ABDUL HAMEED MUKTAR MAHAL, do hereby certify that this dissertation, "**COMMUNICATAION SKILL AND FAMILY STRESS OF PRIMARY SCHOOL TEACHERS IN KERALA"** is a record of bonafide study and research carried out by **SUPRIYA P.**, under my supervision and guidance. The report has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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8. Azhinjalam A.U.P. School

9. Padma A.U.P. School

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INTRODUCTION

Education is that process of development which consists in the passage of human being from infancy to maturity, the process where by he adapts himself gradually in various ways to his Physical, Social and Spiritual development. Education is a purposeful conscious or unconscious deliberate or spontaneous, psychological, scientific and philosophical process which brings about the all round development of individual to its fullest extent in the best of his social interests in such a way that he enjoys maximum happiness and prosperity. One of the foremost objectives of any educational system is to tone up the individual according to the needs of the society.

“Education is the deliberate and systematic influence exerted by the nature person upon the immature through instruction discipline and harmonious development of the physical, intellectual, social and spiritual powers of human being according to the individual and social needs and directed towards the union of the educated with the creator as the final end.” – Redden.

Primary school education is one of the factors which helps in releasing the goal of education for all (EFA) as it lays ground for children to reach the higher levels of education. Young children have much to learn about themselves and surrounding environment. During this period they have effect on others and they are being affected by significant others in their lives as they learn more during early years, particularly from teachers. The socio-emotional domains encompasses – found essential aspects of children development, education and Social skills, emotional strength and stability.

It is well established fact that the teachers have to play the role of personal models or examples for students in the development of qualities. No reform in education will be effective if the country does not care to restore the quality of teachers. Today quality of teachers are deteriorating due to so many factors. They are not able to discharge their roles and functions in proper manner.

The teacher should know the objectives before the nation in terms economic, social, political and cultural growth. This should engender in his the ability to train present generation of students into enlightened citizenry of India. He should have good information about Indian thought and culture from ancient times to the present. He should appreciate the challenging of the profession and its bracing possibilities which may even compensate for its handicap. Teacher should respect values of democracy. One of the most important qualities require a teacher is the ability to give proper message at the proper time and to take messages from other which he should. These refers to the skill that is the communication skill teacher should have for effective transaction of the curriculum as a whole.

Communication skill refers to the skill of listening openly and sending convincing messages. There are two main schools of communication research. The first considers communication as the transmission of message. The second interprets if as the exchange and negotiation of meaning, which implies interaction with the received message and interpretation from the receivers point of view.

Communicative competence contains three aspects : Grammatical, Socio-linguistic and strategic competence, Grammatical competence cover vocabulary and structure of language. Socio linguistic competence means the ability to start, carryout, and finish coherent conversation, to produce meaningful cohesive text; and to follow socio-cultural roles concerning correct behaviour and way of using language in a cultural context. Strategic competence means findings ways to communicate when required grammatical competence fails.

# Are effective in give- and take, registering emotional cues in attaining their message, Deal with difficult issues straight forwardly, Listen well, seek mutual understanding and welcome haring of information fully, Foster open communication and stay receptive to bad news as well as good.

The investigator from her interaction with some teaches could understand that they found it difficult to convey certain important messages between themselves and to students. This made the investigator assume that it is lack of communication skill that confound them. She further assumes that there are many personal factors such as family stress, which affect communication skill of teachers.

**NEED AND SIGNIFICANCE OF THE STUDY**

As per view of Kothari Commission Report on Education 1964-66 the destiny of India being shaped in the classroom, in which teacher plays an important role. A number of external and internal factors act upon a teacher and influence his behaviour in implementing the educational policy of nation.

The mental and psychological state of a teacher who is happy and optimistic has influence on the teacher effectiveness and consequently on students’ future. Feeling and emotions are equally important in teaching-learning process. When a teacher is in the class and understand his or her emotions, as well as emotions of pupils and act appropriately in the light of wise emotions, the teaching learning process will become enjoyable and productive.

Teachers’ personality, behaviour, interest, attitude and emotions affects the childrens’ behavioural patterns. Teachers’ understanding of his own emotions and other attributes as well as the same of pupils in the teaching learning process is of great importance. Emotionally competent and intelligent teachers can read universalize emotions in others and will not easily become defensive or angered rather than encouraging others. He can be empathetic and accept others feelings and show compassion instead of being demanding and intolerant. The ability to deal with the emotional upsets is powerful asset on the part of the teachers in building and maintaining self- confidence. This enables the teacher to accept challenging tasks, which other people tend to avoid. Thus feelings and emotions are equally important in teaching learning process. When a teacher is in the class and understand her emotions, as well as emotions of pupils and act approximately in the light of wise emotions, the teaching learning process will become enjoyable and productive. To understand the emotional competence of teachers and factors which can be trained to enhance emotional competences, a lot of studies are to be conducted on the emotional competence of teachers.

From the review of earlier studies, the investigator could understand that very few studies were reported on Social skill and on its component Communication skill. She could also find that studies on Social skill and Communication skill of teacher are fewer. Further she couldn’t find any studies which investigates the relationship between Communication skill and Family stress. In this context, a strong need was felt to conduct a study on the emotional competence. Hence the investigator conducted this study.

Communication Skill training is essential for teacher. Communication Skill training is a very direct method for helping persons to acquire the social skill that will enable them to express themselves comfortably and smoothly in situations which requires it.

If a teacher lacks communication skill the whole activities carried out by him the classroom, will become futile. So teachers should be made aware of the importance of communication skill and the factors that affect it .Therefore this studies should be conducted to identify the factors which affect the communication skill.

The term Stress has been used in different ways by different theorists. Stress is defined as any circumstances that threaten or are perceived to threaten one’s well-being and that they by tax one’s coping abilities. The threat may be to immediate physical safety may be to immediate physical safety, long-range security, self-esteem, reputation, peace of mind or many other things that one values. Routine stresses at home, at school, and at work might be fairly being individually or collectively and they will create grate strain.

Appraisal of potentially stressful events are also influenced by various aspects of the events themselves. Two factors that stand at one (1) the controllability of the events and (2) the product ability of the events. In general events are more stressful when they are uncontrollable and unpredictable. (Folkman, 1984, Mathews *et al*., 1984).

An enormous variety of exists can be stressful for one person or another, although they are not entirely independent the favour principal types of stress are (1) Frustration, (2) Conflict (3) Change and (4) Pressure.

Home environment plays a significant role in the personality and behaviour of people. As a dedicate teacher has to work at home to provide effective experiences at the classroom the role of home environment on his success evident.

From the review of related studies on the investigator could not find one which studies the relations between Family stress and Communication skill of teachers.

So studies are to be conducted to find out whether family stress in a factor related to Communication skill of teachers. Hence, the investigator felt an urgent need to conduct this study.

As Communication skill is one of the most important qualities required for any individual to keep harmonious relationship with any other individual relatives, colleagues, or friends. Practices to enhance this quality is to be encouraged. For this the factors which have the significant relationship with communication skill, should be identified. If family stress is fond to be significantly related to communication skill of primary school teachers attempts can be made to equip them with communication skill. Which intern will contribute to the effectiveness of classroom teaching this signified the study.

**STATEMENT OF THE PROBLEM**

The problem for the study is entitled as "COMMUNICATION SKILL AND FAMILY STRESS OF PRIMARY SCHOOL TEACHERS IN KERALA".

**DEFINITION OF THE KEY TERMS**

The definition of important term in the statement o the problem are given below.

**Communication Skill**

Communication Skill refers tot the skill of listening openly and sending convincing messages (Daniel Goleman, 1996).

**Family Stress**

Family Stress means the adjustive demand caused by family factors and placed on the organism.

**Primary School Teachers**

Primary School Teachers refers to the teachers who are working as Lower Primary School Assistant and Upper Primary School Assistant in government, aided or unaided recognized schools in Kerala.

**A. VARIABLES OF THE STUDY**

The present investigation is designed to study the following Variables.

**Independent Variables**

Communication Skill, Gender, Occupational Status, Type of Management and Marital Status.

# Dependent Variable

Family Stress.

**B. OBJECTIVES**

The following are the objectives of present study.

1. To find out if there exists any significant relationship between Communication Skill and Family Stress of Primary School Teachers.

2. To find out if there exists any significant relationship between Communication Skill and Family Stress of Primary Teachers in the subsamples based on

a) Gender

b) Type of Management

c) Occupational Status

d) Marital Status

3. To find out if there exists any significant difference in Communication Skill and Family Stress between relevant subsamples based on

a) Gender

b) Type of Management

c) Occupational Status

d) Marital Status

4. To find out whether Gender, Occupational Status and Communication Skill have any main and interaction effect on Family Stress of Primary School Teachers.

**C. HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Communication Skill and Family Stress of Primary School Teachers.

2. There exists significant relationship between Communication Skill and Family Stress of Primary School Teachers in the subsamples based on

a) Gender

b) Marital Status

c) Occupational Status

d) Type of Management

3. There exists significant difference in Communication Skill and Family Stress of Primary School Teachers between relevant subsamples based on

a) Gender

b) Marital Status

c) Occupational Status

d) Type of Management

4. Gender, Communication Skill and Occupational Status have significant main and interaction effect on Family Stress of Primary School Teachers.

**METHODOLOGY**

**1. Sample**

The study was conducted on a representative sample of 300 Primary School Teachers in Waynad, Malappuram, Kozhikode and Kannur districts of Kerala. The sample selection was done using stratified random sampling technique giving due representation of factors like Gender, Occupation Status, Type of Management, Marital Status.

**TOOLS USED FOR THE STUDY**

The tools used for the present study are the following.

1. Communication Skill Assessment Scale (Construct and Standardized by the investigator with help of supervising teacher).
2. Family Stress Inventory (Construct and Standardized by the investigator with help of supervising teacher).

**STATISTICAL TECHNIQUES USED**

The following Statistical Techniques were used for the analysis of data in the present study.

1. Preliminary Statistics: Mean, Median, Mode, Standard Deviation etc.

2. Pearson's Product Moment Correlation (r)

3. Test of significance of differences between mean for different categories. 't' test for large independent sample.

4. Analysis of Variance: ANOVA.

**SCOPE AND LIMITATIONS OF THE STUDY**

The major aim of the present study is to find out whether there exists any significant relationship between Communication Skill and Family Stress. It can be used to make teachers aware of the important of Communication skill to control their Family Stress. Further the study was conducted by using the tool Communication Assessment Scale and Family Stress Inventory prepared by the investigator herself with the help of Supervising Teacher. These tools can be utilize to assess Communication skill and Family stress of teacher or other professionals and workers to conduct further study.

# Limitations

Even though the present study was conducted with maximum care and specificity, certain limitations, which could hardly be avoided have crept into the study. They are :

1. The investigator collected data from northern districts of Kerala. She could not include other district due to lack of time.
2. The investigator found out the main effect of communication skill and other independent variable on Family Stress. She did not attempt to find out the main effect of Family Stress and its Interaction Effect with other independent valuable on Communication Skill of Primary School Teachers to avoid complexity.
3. The instigator could not include teachers in CBSE schools due to lack of time.
4. Lack of time the investigator limit the sample size to 300 Primary School Teachers.

**ORGANISATION OF THE REPORT**

***Chapter I*** Presents a brief introduction of the problem, need and significance of the study, statement of the problem, definitions of the key terms, variables of the study, objectives ,hypotheses, methodology, scope and limitation of the study.

***Chapter II*** presents the review of related literature ,theoretical overview of Communication Skill and Family Stress.

***Chapter III*** presents the methodology of the study details including variables, objectives and hypotheses tools used, selection of sample, procedure for data collection statistics scoring techniques used for analysis.

***Chapter IV*** Deals with the details of the statistical analysis of data and discussion of the results.

***Chapter V*** Presents the summary of the study, major findings, tenability of hypotheses, conclusions, implication of the study and suggestions for further research in this area.

REVIEW OF RELATED LITERATURE

Review of related literature is an important part of scientific approach and is carried out in all field of scientific research in all subjects. Related literature gives the scholar an understanding of previous work that has been done.

According to Mouly (1995) an essential of research project is the review of related literature. This represents the third step of scientific method outlines by Dewey and other philosophers. Research students will find an exhaustive survey of those that have already been based on their problem, which are an unavoidable step in their solution.

In the words of Good (1959) "The key to the vast store house of published literature may open door to sources of significant problems and provide helpful orientation for definition of the problem, background for selection of procedures and comparative data for interpretation of results. In order to be truely creative and original, one must read exclusively and critically as a stimulus to thinking.

According to Best (1997) "familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attacks have been promising disappearing and what problems remain to be solved".

Related literature and studies would be of immense help to the investigator to define properly the problem and discover new problems for further investigation.

In searching related literature, the researcher should note certain important elements. They include;

Reports closely related studies that have been investigated.

Design of the study, including procedure employed and data gathering instrument used.

* Population that were sampled and sampling methods employed.
* Variables that were defined.
* Extraneous variables that could have affected the findings.
* Faults that could have been avoided.
* Recommendations for further research

(Best 2000)

The main aim of the study is to find out the relationships for Communication Skill and Family Stress of Primary School Teachers. This chapter includes a theoretical outline of the variable Communication Skill and Family Stress and review of previous studies related to its. They are presented under two headings.

* Theoretical Overview
* Related Studies

Mayer and Salovey (1997) updated their definition as "Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access or generate feeling when they facilitate thought, the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth".

Goleman (1996) in his book- 'Working with Emotional Intelligence', says that our Emotional Intelligence determines our potential for learning the practical skills that are based on its five elements-self awareness, self regulation, self motivation, social skill and empathy. Each component is discussed below in detail.

The five emotional competencies are grouped into two as 'Personal Competence' and 'Social Competence'.

Personal Competence includes Self awareness, Self regulation and Self motivation.

Social Competence includes Empathy and Social skills.

**1. PERSONAL COMPETENCE**

These competences determine how we manage ourselves.

**1. Self Awareness**

Self awareness is the key stone of Emotional Intelligence. It is observing yourself and recognizing a feeling as it happens. It is the ability to identify and name one's Emotional states and to understand the link between emotions, thought and action.

According to Mayer, people who are self aware, understandably have some sophistication about their emotional lives. They are sure of their own boundaries, are in good psychological health and tend to have a positive outlook on life. When they get into a bad mood, they don't ruminate and obsess about it, and are able to get out of it soon.

Self awareness can be considered as comprised of three components which are discussed below.

**a) Emotional Awareness**

Emotional Awareness helps one to recognize how one's emotions affect one's performance. It means becoming aware of one's dominant and active emotions. People with this competence can easily find out the reasons for dominant emotions, actions and they are able to recognize how their feelings and emotions affect their as well as others' performance.

**b) Accurate Self Assessment**

Accurate self assessment is a candid sense of one's personal strengths and limitations. It means knowing one's resources, abilities and limitations. Persons with this ability are clear, reflective and eager to learn from experience. These people are open to perceive feedback able to see new perspectives continually learn and show interest for self development. This accurate self assessment ensures a complete awareness of one's strengths, weaknesses, opportunities and threats. Self assessment is an important element of Emotional Intelligence.

**c) Self Confidence**

It is a strong sense of one's self-worth and capabilities.

People with this competence present themselves with self assurance; can voice views that are unpopular and go out on a limb for what is right. Also they are decisive, able to make sound decisions despite uncertainties and pressures.

Therefore an awareness of one's emotions, assessment of one's strengths and weaknesses and self confidence leads a person to excel and to emotionally manage themselves and others in relationships and dealings.

**2. Managing Emotions or Self Regulation**

Self regulation means handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness. It is the capacity to manage one's emotional states to control emotions or to shift undesirable emotional states to more adequate ones.

People who are poor in this ability are constantly battling feeling of distress, while those who excel in it can bounce back far more quickly from life's set backs and upsets.

Managing our emotions is something like a full time job. In our free times we can attempt to manage our moods, by reading a novel, watching TV, and by such activities we can make ourselves better. The art of soothing ourselves is a fundamental skill.

Self regulation has the following components.

**a) Self Control**

Self control means managing disruptive emotions and impulses effectively. People with this competence manage their impulsive feelings and distressing emotions well; stay composed, positive, and unflappable even in tiring moments; think clearly and stay focused under pressure.

The notion of emotional self control does not mean denying or repressing true feelings, or it is not the same as 'over control'.

**b) Trustworthiness**

People with this competence act ethically and are above reproach; build trust through their reliability and authenticity; admit their own mistakes and confront unethical actions in others; and take tough, principled stands even if they are unpopular.

**c) Conscientiousness**

People with this competence meet commitments and keep promises; hold themselves accountable for meeting their objectives; and are organized and careful in their work.

**d) Adaptability**

Adaptability means flexibility in handling change and challenges.

People with this competence smoothly handle multiple demands, shifting priorities, and rapid change. They adapt their responses and tactics to fit fluid circumstances and are flexible in how they see events.

**e) Innovation**

Innovation means being open to novel ideas, approaches and new information.

People with this competence seek out fresh ideas from a wide variety of sources; entertain original solutions to problems; generate new ideas and take fresh perspectives and risks in their thinking.

**3. Self Motivation**

It means channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses. It is the ability to enter into emotional states (at will) associated with a drive to achieve and be successful.

It is the emotion which pushes us forward through the positive and negative shades of life. It is the seed for initiation, perseverance and dedication to the goal and keeps one focused on the goal. It generates a strong sense of optimism and channels energies towards achievement of life goals with consistency in values, emotions and behaviour.

Three motivational competencies typify outstanding performances. They are-

Achievement drive, Commitment and Initiative and Optimism.

**a) Achievement drive**

It is the striving to improve or meet a standard of excellence.

People with this competence are results oriented, with a high drive to meet their objectives and standards. They often set challenging goals and take calculated risks, and pursue information to reduce uncertainly and find ways to do better. Also they learn how to improve their performance.

**b) Commitment**

Commitment means embracing the organization's or group's vision and goals.

People with this competence readily make sacrifices to meet a larger organizational goal and find a sense of purpose in the larger mission. They us the group's core values in making decisions and clarifying choices and actively seek out opportunities to fulfill the group's mission.

**c) Initiative and Optimism**

These are the twin competencies that mobilise people to seize opportunities and allow them to take setbacks and obstacles in stride.

People with initiative are ready to seize opportunities and mobilize others through unusual, enterprising efforts. Also they pursue goals beyond what's required or expected of them, and cut through red tape and bend the rules when necessary to get the job done.

Optimistic people persist in seeking goals despite obstacles and setbacks, and operate from hope of success rather then fear of failure.

They are setbacks as due to manageable circumstance rather than a personal flow.

**II. SOCIAL COMPETENCE**

These competencies determine how we handle relationships.

**4. Empathy**

Empathy is the sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.

Because of differences in how well we have learned the basic skills of social awareness, there are corresponding differences among us in workplace competencies that build on empathy. Empathy represents the foundation skill for all the social competencies important for work. These include (a) Understanding others (b) Service orientation (c) Developing other (d) Leveraging diversity and (e) Political awareness.

**a) Understanding Others**

It means sensing others' feelings and perspectives, and taking an active interest in their concerns.

People with this competence are always attentive to emotional cues and listen well. They show sensitivity and understand others' perspectives and are having helping mentality based on understating other people's needs and feelings.

**b) Service Orientation**

Service orientation means anticipating, recognizing and meeting customers' needs.

Service oriented people understand customers' needs and match them to services or products. They seek ways to increase customers satisfaction and loyalty and gladly offer appropriate assistance. They often act as a trusted advisor who grasp a customer's perspective.

**c) Developing Others**

It is the quality of sensing others' development needs and bolstering their abilities.

People with this competence acknowledge and reward people's strengths and accomplishments. They offer useful feedback and identify people's needs for further growth, mentor, give timely coaching, and offer assignments that challenge and foster a person's skills.

**d) Leveraging Diversity**

It means cultivating opportunities through diverse people.

People with this competence respect and relate well to people from varied background; understand diverse worldviews and are sensitive to group differences; see diversity as opportunity, creating an environment where diverse people can thrive; and challenge bias and intolerance.

**e) Political Awareness**

Political awareness means reading the political and social currents in an organization.

People with this competence accurately read key power relationship; detect crucial social networks; understand the forces that shape views and actions of clients, customers, or competitors; and accurately read organizational and external realities.

**5. Social Skills**

Social skills are essential to build positive and effective relationships with colleagues and pave way for easy prevention and resolution of conflicts at workplaces. They help in dissipating tension at workplaces and stimulate cooperation, collaboration and team spirit among the members. People endowed with social skill effectively inspire colleagues by guiding them to perform well. It results in all-round improved performance. Social skills, in the essential sense of handling another person's emotions artfully, underlie several competencies. These include (a) Influence, (b) Communication, (c) Conflict Management, (d) Leadership and (e) Change catalyst.

The failures of these competencies lacked empathy and sensitivity, and so are often abrasive, arrogant, or given to intimidation of subordinates. While some are charming on occasion, even seeming concerned about others, the charm is purely manipulative. The successes were empathic and sensitive, showing tact and consideration in their dealings with everyone, superiors and subordinates alike. Each of the underlying competencies are described below briefly.

**a) Influence**

Influence means wielding effective tactics of persuasion.People with this competence are seem to be skilled at running over people and use complex strategies like indirect influences to build consensus and support. The finely tune their presentations to appeal to the listener. For the effective making of a point, they even orchestrate dramatic events.

**b) Communication**

Communication means sending clear and convincing messages and listening openly. People with this competence are effective in give-and-take, registering emotional cues in attending their message. They straight forwardly deal with difficult issues; listen well, seek mutual understanding, and welcome sharing of information fully. Also they foster open communication and stay receptive to bad news as well as good..

**e) Conflict Management**

Conflict management means negotiating and resolving disagreements

People with this competence handle difficult people and tense situations with diplomacy and tact; spot potential conflict, bring disagreements into the open, and help de-escalate; encourage debate and open discussion.

**d) Leadership**

A leader should inspire and guide people. A person with leadership quality can articulate and arouse enthusiasm for a shard vision and mission. He often steps forward to lead as needed, regardless of position with the use of example, and guide the performance of others while holding them accountable.

**e) Change Catalyst**

Change catalyst means initiating, promoting, or managing change.

People with this competence recognize the need for change and remove barriers; challenge the status quo to acknowledge the need for change; champion the change and enlist others in its pursuit; and model the change expected of others.

Daniel Goleman (1985) in his theoretical view suggest that Communication skill refers to skill in listening openly and sending convincing messages. According to him the basic tenets which suggests consists of communication skills are

– Are effective in give-and-take, registering emotional cues in attuning their message.

– Deal with difficult issues straight forwardly.

– Listen well, seek mutual understanding, and welcome sharing of information fully.

– Foster open communication and stay receptive to bad news as well as good.

**Theory of Family Stress**

* **Hills Theory of Family Stress**

Professor Reuben Hills Theory of Family Stress was formulated after the Great Depression (1947, 1959, 1983 University of Minnesota) based on extensive observations of families who survived contrasted with those whose families did not. As Hills interviewed families who had lost their jobs and where existing in extreme poverty, he looked for factors which contributed to family survival of these circumstances. From these qualitative data, Hill theorized that there are two complex variables which act to buffer the family acute stressors and reduce the direct correlation between multiple stressors and family crisis. These were formulated in to what he called his ABCX theory of Family Stress.

**Hills ABCX Model of Family Stress**

(B) Internal Family Resources &   
 Informal/Formal Social Supports

Family Stressors (A) Family Crisis (X)

(C) Family Perception &

Parental Self-Efficacy

The 'A' variables refers to the family stressors, that are, episodes of domestic violence, substance abuse, illness from weakened immune systems, divorce, accidents, children being abused or neglected etc. As per his theory these kind of family stressors which when accumulated could lead to family crisis that is variable X. Variable X refers to physical, emotional or relational crisis.

The 'B' variable refers to the complex of internal and external family resources and social support available to the family, i.e., the social connectedness with the family, as well as social connectedness outside the family. Hill theorized that social isolation would significantly increase the impact of the multiple stressors on the family functioning; in contrast, positive social supports could minimise the impact.

Hills 'C' variable, the perception factor, was the second predictor of the extensiveness of the impact of stress on the family. The second complex factors referred to the shared family cognition and perceptions held about the stressors, eg., the extent to which the family perceived the changes as the disaster vs. and opportunity. Hills suggested that some families had positive appraisals which they could make of changes, which increased their ability accept their ability accept their circumstances.

According to Dr. Chauh, "Stress is how people react to demands placed on them and arises when there is worry about one's capacity to cope. Seventy-five to ninety percent of adult visits to prima care physicians are for stress related problems. For the lay person, however, the word Stress has mental rather than physiological connotations. Ananda Iyer, Deputy Director at German Technical Cooperation (GTZ) says that "Stress occurs when you are incapable of handling a given situation. For instance, for soldiers constantly at the boarder, the situation is no longer so stressful. But for others, it would be. According to Janki Chopra, associated with the Delhi centre of the Vedanta Institute, "Stress is an agitated mind of state that is caused by unfulfilled desire. Stress has nothing to do with an eternal situation.

Frustration through sexual deprivation, social or peer pressure to conform, and the struggle for professional advancement all cause Stress. It was Sigmund Freud (1856-1939) who pointed out that if psychic energy is unable to meet its original objective, it fixes upon an alternative. This impulse lead to sublimation it can also lead to Stress. While the individual adapts to the situation, if pressure become unbearable or persistent, he may enter a state of chronic stress. Most of these stressors can ultimately impair immune functions.

Stress can be subdivided into Constructive Stress and Destructive Stress. The former is positive and a good motivator. It increase productivity and efficiency, besides providing stimulation. Destructive Stress is counter productive and detrimental to both psyche and body.

Sukhdeepak Malval, a corporate consultant, firmly believes that, "Men seem to be more Stress prove. They are more likely to get into other things that add to Stress –like alcoholism and smoking. Of course, I'm not implying that women don't indulge in these. Women are better equipped to deal with emotional issues. Men find it difficult to express anxiety and sorrow; women are more apt to do so. On the other hand, women undergo a lot more Stress of another kind of they have to constantly prove they are as good as their male peers". In the word of Ex-journalist Anandi Iyer similar sentiments, "Women tend to have more Stress because they have to manage two worlds, home and career. So they are stretched and stressed little more. But women manage to balance both worlds and have more tenacity. Men tend to flap, while women deal with Stress more rationally".

**TEACHER STRESS**

In many ways Teacher Stress is not different to Stress for anyone else. According to Atkinson (1999) "Stress is a state of tension produced by pressure or conflicting demands with which the person cannot adequately cope".

For Teacher Stress, according to Durham (1984) to a teacher, who is working in a school, problem may be caused by organizational and curriculum change, problem of role conflict and ambiguity, pressure caused by too much work to be done is too little time, repercussion of head's management style, team work difficulties and even communication difficulties. All such situations, in one-way or other can cause Teacher Stress.

According to Dunham, there are four main stressors and they are as under.

* Anticipatory Stressors (Thinking dreadful things, fearsome expectations)
* Time Stressors (Too much to do in two little a time)
* Situational Stressor (Moving house, getting divorced, death of dear ones, loss of job etc.)
* Encounter Stressor (Stress that emanates from interpersonal conflicts, quarrels etc.)

According to Atkinson (1999) Stress may spring up even from our very system of beliefs, expectations about the world and from our very personality. Sabar can be summarized as (1) I must be right, outstanding, accepted and loved and it not, it is awful, unbearable (2) Other people must do things my way and give me what I want and if they do not, than it is awful and unbearable. (3) Life must be carry, painless, guaranteed and give me all I want and if not, it is awful and unbearable.

In September 1993 SCRE (Scottish Council for Research in Education) carried out a study "Teachers workload and associated Stress". The study revealed that primary school teachers expressing comparatively more stress compared to their counterparts in secondary and higher secondary sector.

Teacher Stress is an organizational as well as a personal issue. As an individual one almost certainly know what stress feels like, even if he can't define it.

Most people, at some stage in their lives, experience job stress. However, according to a recent survey by the Health and Safety Executive (UK), workplace Stress is most prevalent in professions such as teaching, nursing and public administration.

* 1. **RELATED STUDIES**

There were a very few number of studies related to Emotional Competence.

Durham (1978) carried out a study on the common stress situation of teachers of United Kingdom. He identified three common stress situation. They are (1) reorganization of school into comprehensive types (2) ride complicit and role ambiguity and (3) poor working condition like inadequate building and high noise level. He concluded from his survey on 658 teachers that "more teachers were experiencing stress and severe stress was being experienced by more teachers.

Pratle J (1978) conducted a study on primary school teachers to see that the relationship between stress and the background of students socio-economic level. The major findings is financial deprivation in the home background of children to be timely and significantly related to perceived stress among teachers.

Newell (1979) carried out a study to find out the problem that contribute teachers stress and found that problem such as student indiscipline, lack of student progress, inadequate budget, lack of administrative support etc. contribute to teachers stress.

Werner and Miller (1980) recognized the importance of stress and conducted a study on "Psychological stress and it's significance". The findings of the study shows that Stress is manifested by feeling of frustration, great pressure and a lack of control over one's emotions and environment.

Farber (1984) conducted a study on a group of elementary and secondary suburban school teachers to assess the sources and extent of satisfaction, stress and burnout. It is found that satisfaction resulted from experience that made teachers feel sensitive to and involved with students and colleagues.

Suttonl and Huberty (1984) administered the Wilson Stress profile for Teachers to public school teachers and 10 teachers of the severely handicapped in private schools to explore differences in stress. They found that no difference existed in sources of stress or strategies for coping with stress and an inverse relationship between job satisfaction and stress levels existed.

Jone (1985) conducted a study on sources of stress of stress among elementary and secondary school teachers. The study reveals that Stress appeared to increase with teaching lower grade levels.

Litt and Turk (1985) surveyed high school teachers to identify sources of stress and dissatisfaction. They found that perceived role, school climate, coping resources and specific work problems were correlated to create a construct of teacher stress.

Selhi and Patel (1985) conducted a study to find out the relation to creativity, intelligence, emotional maturity and self acceptance to teacher effectiveness. It was found that teacher effectiveness was high on the group who were high on intelligence creativity and emotional maturity than those who were low on these variables.

Misra (1986) conducted a study on secondary teachers and found that stress had become a basic characteristic with teachers and burnout became this apparent reaction. She found that age difference was significant with respect to stress of teachers.

Fernander and Murthy (1989, cited by Pestonjee, 1999) explored the prevalence of stress and burnout in middle and secondary school teachers and was found that 76% of the total sample faced stress on the job. The stressors identified were pupil misbehaviour, time pressure, poor working conditions and poor school ethos.

Trendall (1989) conducted a study on teachers to find out the causes of stress. He found that many teachers were under physical and mental strain and reported that the most frequent causes of stress were lack of time, large classes, teaching work loads and pupils misbehaviour.

Vance (1989) conducted a study on stress among 30 American, Indian, His panic and white teachers at a reservation school. He concluded that, regardless of race or sex, major sources of stress were inadequate salary, lack of professional recognition, and time management problems.

Vadra and Sultan Akhtar (1989) also conducted a study on University teachers (N =120) to determine the stressors emanating from home and family situations. The SFRS Scale developed by them was used. The results showed that male teachers experienced more social and family role stress as compare to female teachers and the married experienced more stress than unmarried. These studies show that extraorganizational stressors are as potent as factors relating to work situation.

Ferry (1997) conducted a study of the ways in which superintendence use their Emotional Intelligence to address conflict in their educational organization. The study revealed that superintendents are self confident, use self knowledge to remain calm and control their emotions, remained optimistic and persisted in finding solution to conflict.

Reuven Bar on (1997) conducted a study to develop an inventory to measure Emotional Intelligence. This inventory consisted of 113 items and takes approximately. 30 minutes to compete. It gives an overall EQ score as well as scores for five composite scales and 15 sub scales.

Travers and Cooper (1997) observes that, following facts in their study "Stress in teaching". They surveyed 800 teachers in England and France about stress. 22% of sickleave in England as opposed to 1% in France was attributed to Stress. 55% of English teachers as opposed to 20% of French sample reported considering leaving teaching. In the study, workload and long working hours emerged as particular issues for the emergence of stress.

Irish Department of Education, (1999), reported that stress-related illness are particularly prevalent among teachers in their early to late 40s. A total of 30% of sick leave claimed by teachers in 1999 was stress related.

Kiran and Lakshmi (1999) conducted a study on Emotional Competence among Bhang and Heroine users. The study revealed that normal person has greater adequate depth of feeling, adequate control and expressions of emotion, ability to function with emotion and encouragement of positive emotions in comparison to Bhang and Heroine users.

Teachers Stress has also been recognized in courts. In 1999 secondary school teacher Muriel Benson won a landmark case when she won 47,000 in compensation for Stress (UK). Since then the National Union of Teachers (NUT) UK, (1999), reported that has backed more than 90 cases where teachers have won compensation for stress.

National Association of Head Teachers (NAHT, UK, 2000), reported in a survey of Head teachers of the primary schools by the 40% of respondents reported having visited their doctor with a stress related problem in the previous year.

Withem *et al.,* (2000) conducted a study on 'Teachers Stress'. The result of the study indicate that the teachers were already more stressed prior to commencing teaching, and that this may have influenced their decision to opt for part time work. These reason for leaving were based more on internal and personal factors, than work related stressors.

Chauhan and Tithi (2002) conducted a study for assessing Emotional maturity, Emotional expression and EQ of adolescent male and female students. The sample consisted of 120 male and female adolescents who are randomly assigned. Emotional maturity Scale and self prepared Emotional expression Scale were administered to the sample. The results indicated that post adolescent males have high emotional maturity than females and the stage of adolescents play a significant role upon maturity with regard to Emotional expression, it was found that post adolescents have greater skills for Emotional expression than pre adolescents. Female have higher skills for emotional expression than their male counterpart and both the stages of adolescents and Gender play a significant role in determining the skill of DQ than others and that females have higher degree of EQ than male.

Peter (2002) conducted a study on Emotional Competence of college students as a function of family interaction and social participation. The investigator found high positive correlation between the variables.

Vorbach et.al. (2003) conducted a study on relationship between Emotional Competence and Social Competence in early adolescence 114 adolescents of 12-15 years of age is taken. The adolescent multifactor Emotional Intelligence Scale (AMES) was used to access emotional skills and knowledge. Finding indicated that the ability to identity other's emotional could be measured in a relatively straightforward and highly reliable way, but that the AMEIS demonstrated mixed effectiveness.

Latha (2004) conducted a study to find out whether work role can influence Emotional Competence. The purpose of the study was to assess the reliability validity and utility of the Emotional Competence Scale (ECS) which is measure of emotion related skills in an individual. It is found that the Emotional Competence Scale can sensitivity identify the emotional profiles of people in different professions. Also the work roles and status can influence these emotional competencies.

Misra K.S (2004) conducted a study on Stress among primary school teacher finding reveals that (1) Government primary school teachers experiences less stress than private teachers (2) There is no differences between Male and Female teachers.

Aneesh A.K (2005) conducted a study on Teacher Stress and Coping Skills of primary school teachers in Kerala. The findings of the study shows that negligible but negative relation exist between teacher stress and coping skills.

Maria Gulabi (2005) conducted a study on relationship between job satisfaction and stress coping skills. The findings of the study revealed that government and private school teachers are not differ significantly.

Sabu S. & C. Jangaiah (2005) conducted a study on Adjustment and Teacher's Stress. The findings of the study reveals that (i) There is significant negative correlation between the adjustment and stress of secondary school teachers. (ii) There is no significant difference between male and female teacher educators in their stress.

Another important and projected aspects related to the phenomena of Teacher Stress is that, recent studies reveals that the most stressed area in the teaching field is the primary sector.

Rees.C and Sheard, C (2002) conducted a study on "The relationship between medical student's attitude towards Communication Skills learning and their demographic and education related characteristics". The results indicate that medical student's attitudes towards Communicative Skills learning are associated with their demographic and education related characteristics.

#### CONCLUSION

The investigator could find a very few studies about Emotional Competence. These studies was conducted on adolescent, bhang and heroine users and on diagnosed hospitalized alcoholics. One study highlights the role of Emotional Competence in the management and treatment of alcoholic behaviours. In another study it is found that Emotional Competence Scale can sensitively identify the emotional profiles of people in different professions and work role can influence the Emotional Competencies.

While reviewing the literature related with stress, the investigator found that a large number of studies have been conducted in the area of stress, causes of stress. Efforts have been made to assess the causes and of stress among primary school teachers, secondary school teachers, university teachers and other groups both in India (P. Venkatammal, 1997; Sud and Malik, 1999; P.C. Mishra, 1996) and aboard (Dassault, 1997; Whitehead and Anna, 1995; Johnstone, 1993). But majority of these studies are either related to stress and causes of stress.

The investigator could find only one study about communication skill. The result indicates that medical students attitude towards communicative skills learning are associated with their demographic and education related characteristics. The investigator could not find any study, which studied the relationship between communication skill and family stress.

METHODOLOGY

Methodology discusses the procedure or technique adopted for the conduct of the study. For every piece of work, methodology is of vital important. The success of any research depends largely upon the suitability of the methods tools and techniques followed by the researcher in collecting and processing- the data. It refers to the general strategy followed in collecting and analyzing the necessary data for conducting the study.

The present study is an attempt to study is an attempt to find out the relationship between Communication Skill and Family Stress of primary school teachers in Kerala.

The methodology of the present study is presented under the following headlines.

A. Variables

B. Objectives

C. Hypotheses

D. Tools used for data collection

E. Sample used for the study.

F. Data collection procedure, scoring and consolidation of Data.

G. Statistical techniques used for analysis of data.

The details of each of the above are given below.

**A. VARIABLES**

The present study is designed with two types variables

**Independent variables**

Communication skill,

Gender,

Occupational status,

Marital status,

Type of management of school are considered as independent variables

**Dependent variables**

The only one dependent variable is Family stress.

1. **OBJECTIVES**

The following are the objectives set for the present study.

1. To find out if there exists any significant relationship between Communication Skill and Family Stress of primary school teachers.
2. To find out if there exists any significant relationship between Communication Skill and Family Stress of primary teachers in the sub-sample based on.
3. Gender
4. Type of Management
5. Occupational status
6. Marital status
7. To find out if there exists any significant differences in Communication Skill and Family Stress between the relevant sub-samples based on
   1. Gender
   2. Type of Management
   3. Occupational status
   4. Marital status
8. To find out whether Gender, Occupational status and Communication Skill have any main and interaction effect on Family Stress of primary school teachers.

**C**. **HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Communication Skill and Family stress of primary school teachers.
2. There exists a significant relationship between Communication Skill and Family Stress of primary school teachers in the sub samples based on.
3. There exists significant difference in Communication Skill and Family Stress of primary school teachers between the relevant sub samples based on.

a) Gender

* 1. Martial Status
  2. Occupational status
  3. Type of management

1. Gender, Occupational status, and Communication Skill have significant main and interaction effect on Family Stress of primary school teachers.

**D. TOOLS USED FOR DATA COLLECTION**

The success of the research depends on the availability of relevant data. So the investigation needs certain methods and instruments to gather necessary information.

“Each tools is appropriate for the collection of certain type if evidence or information. The researcher has to select form the available tool which will provide data he requires for testing of the hypotheses. In some situations she may find that existing research tools do not suit his purpose and so she may modify them or construct his own”(Koul).

In order to collect necessary data to assess the Communication Skill and Family Stress of primary teachers, the investigator used the tool, Communication Skill Assessment Scale and Family Stress Inventory constructed by herself with the help and guidance of her supervising teacher.

At present investigation is an attempt to find out the extent of significant relationship is any between Communication Skill and Family Stress and the extent of significant differences if any in them between relevant sub samples. At present no standardized tool was available which could be used to assess the Communication Skill of primary school teachers Hence the construction of Communication Skill Assessment Scale was undertaken by the investigator on the basis of objectives of the study by discussing and consulting by with the supervising teacher.

**Communication Skill Assessment Scale**

Communication Skill is effective transfer of ideas and information in social and communal context. Which consist of

* + - Are effective in give- and take, registering emotional cues in attaining their message
    - Deal with difficult issues straight forwardly.
    - Listen well, seek mutual understanding and welcome haring of information fully.
    - Foster open communication and stay receptive to bad news as well as good.

Communication Skill assessment scale consist of 50 statements. Investigator developed the scale on the basis of the above components. The highest score of communication Assessment Scale is 186. I t consist of 34 positive items and 16 negative items.

A copy of Communication Skill Assessment Scale Malayalam version is given as Appendix 1

**SCORING PROCEDURE**

The Communication Skill assessment scale consist of 50 items in total. There are five alternative responses for each statement and are designed on likert model of five point scale .they are always, often, sometimes,rarely and never. The respondent have to mark their responses to each item in the appropriate columns corresponding to any of the five alternatives. For positive items the respective scores to the five responses arte 5, 4, 3, 2, and 1 .for negative items scoring was done in the reverse order.

**Item Analysis**

The statement were selected for the total scale on the basis of discriminating power of each items. The discriminating power of each statement was calculated on the basis of ‘t’ value of the item. The method suggested by Edward (1969) was followed for item analysis.

For item analysis the tool was administered to a sample of 100 school teachers by using a stratified sampling technique, giving due representation to Gender, occupational status, or type of management . The response sheets of 100 subjects were scored and the total score for each subjects was calculated . After this the sheets were arranged in the descending order of the total score and highest and lowest 27 percent were separated.

The mean and standard deviations of the scores obtained for each item for the upper and lower group were calculated separately. The total ration were calculated using the formula.



=Mean of the upper group (for an item)

=Mean of the lower group

=Standard deviation of the upper group

=Standard deviation of the lower group

=Sample size of the first group

=Sample size of the second group.

The critical ration (t-value) obtained for each item together with means and standard deviation of the score for two groups are given as table 1.

A copy of Communication Skill Assessment Scale Malayalam version is given as Appendix 1.

TABLE 1

**Critical Ratio (t –value) with Means**

**and Standard Deviation of the score for the**

**two groups Communication Skill Assessment scale**

| Sl. No. |  |  |  |  | ‘t’ value |
| --- | --- | --- | --- | --- | --- |
| 1 | 3.704 | 4.519 | .7240 | .5798 | 4.564 |
| 2 | 4.111 | 4.704 | 1.0500 | .5417 | 2.606 |
| 3 | 3.741 | 4.370 | 1.0225 | .9667 | 2.3258\* |
| 4 | 3.259 | 4.185 | .8590 | .8787 | 3.915 |
| 5 | 3.815 | 4.556 | 1.0014 | .8006 | 3.002 |
| 6 | 3.259 | 3.963 | .9443 | .9799 | 2.687 |
| 7 | 3.556 | 4.296 | .9740 | .9121 | 2.884 |
| 8 | 4.000 | 4.926 | .9199 | .2669 | 5.023 |
| 9 | 3.667 | 4.926 | 1.3009 | .3849 | 4.823 |
| 10 | 3.481 | 4.333 | .9755 | .8771 | 3.374 |
| 11 | 2.963 | 4.222 | .9799 | .6405 | 5.590 |
| 12 | 2.852 | 4.259 | 1.0267 | .8130 | 5.584 |
| 13 | 2.889 | 4.222 | 1.0505 | .8006 | 5.247 |
| 14 | 2.852 | 4.407 | .9074 | .5724 | 7.534 |
| 15 | 3.444 | 4.452 | 1.2810 | .4560 | 5.378 |
| 16 | 3.481 | 4.630 | 1.1887 | .4921 | 4.637 |
| 17 | 3.852 | 4.259 | 1.2311 | 1.1298 | 1.267\* |
| 18 | 3.185 | 4.148 | 1.4152 | 1.0991 | 2.792 |
| 19 | 3.519 | 4.444 | .9352 | .8916 | 3.724 |
| 20 | 3.778 | 4.481 | .9337 | .7530 | 3.048 |
| 21 | 3.111 | 3.889 | 1.4763 | 1.3107 | 2.047 |
| 22 | 2.296 | 3.519 | 1.3248 | 1.3970 | 3.299 |
| 23 | 3.926 | 4.889 | 1.1068 | .4237 | 4.222 |
| 24 | 3.000 | 4.222 | 1.6710 | 1.0860 | 3.7999 |
| 25 | 4.333 | 4.667 | 1.0377 | .6794 | 1.396\* |
| 26 | 3.037 | 4.222 | 1.0184 | .7511 | 4.867 |
| 27 | 3.000 | 3.926 | .9199 | .9971 | 3.546 |
| 28 | 3.333 | 4.630 | 1.0000 | .6293 | 5.701 |
| 29 | 3.333 | 4.519 | 1.0742 | .6427 | 4.920 |
| 30 | 2.630 | 3.963 | 1.0432 | 1.0184 | 4.752 |
| 31 | 4.000 | 4.630 | 1.2403 | .6877 | 2.307\* |
| 32 | 4.000 | 4.296 | 1.0377 | .9929 | 1.072\* |
| 33 | 3.630 | 4.339 | 1.0432 | 1.0377 | 2.485\* |
| 34 | 2.741 | 4.259 | 1.1633 | .7642 | 5.669 |
| 35 | 3.074 | 4.444 | 1.1068 | .5774 | 5.704 |
| 36 | 3.185 | 4.444 | 1.4421 | .8006 | 3.967 |
| 37 | 3.556 | 4.407 | .9337 | .7971 | 3.606 |
| 38 | 3.407 | 4.407 | 1.0834 | .7473 | 3.948 |
| 39 | 3.148 | 3.385 | 1.2620 | 1.4444 | .635\* |
| 40 | 4.407 | 4.630 | .8884 | .8835 | .992\* |
| 41 | 3.185 | 4.038 | 1.2415 | 1.4555 | 2.299\* |
| 42 | 2.481 | 2.593 | 1.0874 | 1.0473 | .382\* |
| 43 | 2.037 | 3.222 | 1.0554 | 1.0860 | 4.067 |
| 44 | 3.000 | 4.192 | .8771 | 1.6975 | 3.230 |
| 45 | 3.519 | 4.704 | 1.1559 | .5417 | 4.824 |
| 46 | 3.037 | 3.444 | 1.1596 | 1.6486 | 1.050\* |
| 47 | 2.148 | 2.889 | 1.1670 | 1.5771 | 1.962\* |
| 48 | 4.481 | 4.963 | .9755 | .1925 | 2.516\* |
| 49 | 3.778 | 4.704 | 1.1875 | .6086 | 3.606 |
| 50 | 3.630 | 4.630 | 1.2136 | .6293 | 3.801 |

\* Indicates rejected Item.

Item with critical ratio greater than 2.58, the table value of ‘t’ at 0.01 level of significance was selected for the final scale. 12 times with critical ration less than 2.58 were rejected from Communication Assessment Scale. The standardized Communication Skill Assessment Scale contains 38 items.

A copy of final Communication Skill ( Malayalam version) is given Appendix 2A .

**Reliability**

“Reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring it does so consistently” (Best and than 2001). “The term reliability has two closely related but some what different connotations in psychological testing. First, it refers to the extent to which a test is internally consistent that is consistency of results obtained through out the test When administered once Second, reliability refers to the extent to which a meaning device yields consistent results upon testing and retesting. That is how dependable is it for predictive purpose For establishing reliability of the present scale and inventory, the investigator used test retest method.

This method requires administration and re-administration of the tool for the same group of teachers. Hence a group of 30 school teachers were tested twice, the interval of time separating the two administrations being two-weeks.

The obtained scores for the scale were correlated using parson’s product moment correlation. The correlation was done for two tools separately. The Co-efficient of correlation for Communication Skill Assessment Scale was found to be 0.78 and Co-efficient of correlation. This shows that this tools or Scale and Inventory are reliable instrument to me sure the Communication Skill and Family Stress of primary school teachers.

**Validity**

“Validity is that quality of data gathering instrument of procedure of that enable it to measure what it is supposed to measure”. (Best and than 2001) The validity for the present scale was ensured using face validity. “A test is said to have face validity When it appears to measure whatever the author had in mind namely what he was thought he was measuring ( Garrett, 1973). The items is the present Scale and Inventory were phrased is the least ambiguous way and the meaning of all the terms was clearly defined. The Scale and Inventory were administered to a Try-out sample of 30 school teachers. It was found that the subjects comprehended the Scale and Inventory clearly and respond to the items without misunderstanding the items. Thus the scale and Inventory are possesses face Validity.

**Family stress**

Family Stress is the adjective demand caused by family factors and placed on the organism

**Home environment**

The following are the components of Home environment.

- perspectives

* + - changes in the home environment
    - process of transmission
    - physical environment
    - child rearing climate
    - parental involvement
    - cognitive stimulation
    - believes and attitudes

**Stress**

The various components of stress are

- Frustration

- Conflict

- Change

- Pressure

**Frustration**

Any inferences with or blocking of goal directed behaviour. It occurs in any situation in which the pursuit of some goal thwarted.

**Conflict**

Simultaneous arousal of two or more incompatible motive conflict occurs when two or more incompatible motivations of behaviour impulses compete for expression.

**Change**

Changes are any noticeable attractions in one’s circumstances that require re adjustment.

**Pressure**

Pressure involves expectation or demands that one behave in certain way. Family Stress Inventory consists of 70 items in the initial drafts .The highest score of Family Stress Inventory is 274. This Inventory consist of 51 positive items and 19 negative items.

Thus the draft Communication Skill Assessment Scale and Family Stress Inventory were administered to a sample of 100 primary school teachers to standardize it. Then it was administered on a sample of 300 primary school teachers.

A copy of Family Stress Inventory Malayalam version is given as Appendix 2.

**SCORING PROCEDURE**

Family Stress Inventory consist of 70 statements both positive and negative items were included in the scale. There are five alternative responses for each statement and are designed on likert model of five point scale .they are always, often, sometimes rarely and never. The respondent have to mark their responses to each item in the appropriate columns corresponding to any of the five alternatives. For positive items the respective scores to the five responses are 5, 4, 3, 2, and 1 .for negative items scoring was done in the reverse order.

**Item Analysis**

For item analysis the tool was administered to a sample of 100 school teachers by using a stratified sampling technique, giving due representation to Gender, Occupational status and Type of Management . The response sheets of 100 subjects were scored and the total score for each subjects was calculated . After this the sheets were arranged in the descending order of the total score and highest and lowest 27 percent were separated.

The mean and standard deviations of the scores obtained for each item for the upper and lower group were calculated separately. The total ratio were calculated using the formula.



=Mean of the upper group (for an item)

=Mean of the lower group

=Standard deviation of the upper group

=Standard deviation of the lower group

=Sample size of the first group

=Sample size of the second group.

The critical ratio (t-value) obtained for each item together with Means and Standard Deviation of the score for two groups are given as table 2.

Most of the available tools regarding Family Stress was developed and used wither on college students, school pupils or on those who are employed. At present no standardized tools was available which could be used to assess the Family Stress of primary school teachers. Hence the construction of Family Stress Inventory was undertaken by the investigator by discussing and consulting with the supervising teacher. For the preparation of Family Stress Inventory select the components of home environment and stress. Based on the home environment the investigator developed “Family Stress inventory” consisting of 70 items, which can be used to identify the type of primary school teachers. While preparing the inventory, case was taken to avoid ambiguous and indefinite terms.

TABLE 2

Critical Ratio (T -value) means and   
standard deviation of the score for the group 2

| Sl. No. |  |  |  |  | ‘t’ value |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.370 | 3.815 | 1.0795 | .9214 | 5.288 |
| 2 | 1.185 | 3.000 | .6225 | 1.3009 | 6.539 |
| 3 | 3.889 | 3.370 | 1.3107 | 1.2755 | 1.493\* |
| 4 | 2.037 | 2.370 | 1.0554 | 1.3344 | 1.018\* |
| 5 | 1.852 | 3.519 | .9885 | 1.0514 | 6.001 |
| 6 | 1.111 | 2.519 | .3203 | 1.2821 | 5.534 |
| 7 | 1.630 | 2.667 | 1.1815 | 1.0000 | 3.481 |
| 8 | 2.259 | 3.667 | .9842 | .8321 | 5.674 |
| 9 | 3.185 | 3.037 | 1.3598 | 1.0184 | .453\* |
| 10 | 1.296 | 2.331 | .5417 | 1.3301 | 3.752 |
| 11 | 2.296 | 2.704 | 1.5644 | 1.4098 | 1.005\* |
| 12 | 2.222 | 3.556 | 1.1547 | 1.4233 | 3.780 |
| 13 | 1.407 | 3.074 | .8884 | .8738 | 6.950 |
| 14 | 1.667 | 3.000 | .9199 | 1.1435 | 4.721 |
| 15 | 1.519 | 3.037 | .9755 | 1.3723 | 4.686 |
| 16 | 2.222 | 3.481 | 1.2506 | 1.1559 | 3.842 |
| 17 | 1.852 | 2.852 | .7698 | 1.1670 | 3.717 |
| 18 | 1.593 | 2.778 | 1.0099 | 1.0500 | 4.227 |
| 19 | 1.667 | 3.852 | .9608 | .9885 | 8.237 |
| 20 | 1.963 | 3.074 | 1.1596 | 1.2066 | 3.450 |
| 21 | 2.000 | 2.926 | .7845 | .9578 | 3.886 |
| 22 | 1.296 | 2.556 | .6688 | 1.1875 | 4.801 |
| 23 | 1.333 | 2.111 | .6202 | .9337 | 3.606 |
| 24 | 1.074 | 2.704 | .2669 | 1.4092 | 5.904 |
| 25 | 2.074 | 3.000 | 1.2687 | 1.1435 | 2.817 |
| 26 | 1.074 | 2.630 | .3849 | 1.3344 | 5.820 |
| 27 | 1.481 | 2.704 | .7530 | 1.0309 | 4.975 |
| 28 | 1.037 | 2.259 | .1925 | 1.0952 | 5.711 |
| 29 | 1.444 | 3.111 | .6980 | 1.1875 | 6.287 |
| 30 | 1.148 | 3.074 | .3620 | 1.0350 | 9.127 |
| 31 | 1.519 | 2.815 | .6427 | 1.1779 | 5.020 |
| 32 | 2.44 | 3.185 | 1.3397 | .7863 | 2.478 |
| 33 | 2.59 | 3.296 | 1.0952 | 1.1706 | 3.361 |
| 34 | 1.222 | 3.074 | .6405 | .9971 | 8.119 |
| 35 | 1.222 | 2.630 | .5774 | 1.3344 | 5.030 |
| 36 | 1.037 | 2.444 | .1925 | 1.3107 | 5.520 |
| 37 | 1.037 | 2.519 | .1925 | 1.2207 | 6.229 |
| 38 | 1.185 | 2.815 | .4833 | .9623 | 7.864 |
| 39 | 1.1111 | 2.889 | .3203 | 1.1875 | 7.510 |
| 40 | 1.407 | 2.296 | .6360 | .7753 | 4.606 |
| 41 | 1.852 | 2.778 | 1.2311 | .9740 | 3.065 |
| 42 | 1.296 | 2.444 | .6688 | 1.1547 | 4.471 |
| 43 | 1.037 | 2.074 | .1925 | 1.0715 | 4.950 |
| 44 | 1.667 | 2.519 | 1.0377 | 1.2207 | 2.763 |
| 45 | 1.037 | 2.185 | .1925 | 1.3312 | 4.436 |
| 46 | 1.481 | 3.556 | .6427 | .8006 | 10.497 |
| 47 | 2.963 | 3.741 | .8077 | 1.2888 | 2.657 |
| 48 | 1.148 | 2.444 | .3620 | 1.3397 | 4.854 |
| 49 | 1.037 | 3.111 | .1925 | 1.3107 | 8.135 |
| 50 | 1.407 | 2.741 | .9711 | 1.3183 | 4.231 |
| 51 | 1.444 | 2.963 | .8473 | 1.2242 | 5.300 |
| 52 | 1.444 | .8006 | 1.8006 | 1.2721 | 6.018 |
| 53 | 1.630 | 3.148 | .9667 | .9885 | 5.707 |
| 54 | 1.519 | 2.556 | 1.1887 | 1.5275 | 2.784 |
| 55 | 1.148 | 2.63 | .7698 | 1.3909 | 4.843 |
| 56 | 1.111 | 2.59 | .3203 | 1.1959 | 4.819 |
| 57 | 1.407 | 3.000 | .6939 | 1.2089 | 5.937 |
| 58 | 1.111 | 2.037 | .4237 | 1.4272 | 3.232 |
| 59 | 1.259 | 2.889 | .5944 | 1.0500 | 7.018 |
| 60 | 2.074 | 3.259 | .9578 | 1.0952 | 4.233 |
| 61 | 1.000 | 1.741 | .000 | 1.2276 | 3.135 |
| 62 | 1.296 | 3.000 | .6688 | 1.1094 | 6.834 |
| 63 | 2.111 | 2.778 | 1.2195 | 1.1209 | 2.091 |
| 64 | 2.778 | 3.630 | 1.6718 | 1.4715 | 1.987\* |
| 65 | 1.815 | 3.111 | 1.0391 | 1.2506 | 4.143 |
| 66 | 1.963 | 2.852 | .8979 | 1.2921 | 2.935 |
| 67 | 1.000 | 2.148 | .0000 | 1.3785 | 4.328 |
| 68 | 2.926 | 3.667 | 1.6854 | 1.2710 | 1.823\* |
| 69 | 1.074 | 2.731 | .2669 | 1.1852 | 7.082 |
| 70 | 1.815 | 3.000 | .8338 | 1.1767 | 4.270 |

\* Indicates rejected items.

Item with critical ratio greater than 2.58, The table value of ‘t’ at 0.01 level of significance was selected for the final scale. 8 times with critical ratio less than 2.58 were rejected form communication Assessment scale. The standardized Family Stress Inventory contains 62 items.

A copy of final Family Stress Inventory ( Malayalam) version is given Appendix 3A..

**Reliability**

“Reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring it does so consistently” (Best and than 2001) on the words of Freeman (1965, . 55): “The term reliability has two closely related but some what different connotations in psychological testing. First, it refers to the extent to which a test is internally consistent that is consistency of results obtained through out the test When administered once Second, reliability refers to the extent to which a meaning device yields consistent results upon testing and retesting. That is how dependable is it for predictive purpose. For establishing reliability of the present scale and inventory, the investigator used test retest method.

This method requires administration and re-administration of the tool for the same group of teachers. Hence a group of 30 school teachers were tested twice, the interval of time separating the two administrations being two-weeks.

The obtained scores for the scale were correlated using parson’s product moment correlation. The correlation was done for two tools separately. The co-efficient of correlation for Family Stress Inventory was found to be 0.74. This shows that this tools or Scale and Inventory are reliable instrument to me sure the and Family Stress of primary school teachers.

**Validity**

“Validity is that quality of data gathering instrument of procedure of that enable it to measure what it is supposed to measure”. (Best and than 2001) The validity for the present scale was ensured using face validity. “A test is said to have face validity When it appears to measure whatever the author had in mind namely what he was thought he was measuring (Garrett, 2000). The items is the present scale and Inventory were phrased is the least amblings way and the meaning of all the terms was clearly defined. The Scale and Inventory were administered to a Try-out sample of 30 school teachers. It was found that the subjects comprehended the Scale and Inventory clearly and respond to the items without misunderstanding the items. Thus the scale and Inventory are possesses face Validity.

**E. SAMPLE USED FOR STUDY**

Sampling is one of the most important aspects of getting representation of the entire population under investigation. That is, sampling is the process by which a relatively small number of individuals are selected and analyzed in order to find out something about the entire population form which it was selected. Sample is a small proportion of the population selected for observation and analysis. A good sample is one which will reproduce the characteristics of the population with the greatest accuracy.

In the present study, the investigator used survey method to collect data. In this , the population is entire primary and school teachers in Kerala. Due to the difficulty of conducting the study on total population, the investigator certified the study to a sample of population. The following were considered for selection of sample for the study.

1. Gender
2. Martial Status
3. Occupational Status
4. Type of Management

The researcher used stratified random sampling method for selection of sample. The sample size was 300 primary school teachers and were selected almost equally and randomly form four districts. Wayanad, Malappuram Kozhikkode and Kannur. The different Strata considered for selection of sample are Male, female, Married, unmarried, Government, Aided, unaided, Lower primary and upper primary school teachers. Thus the present study was conducted on a sample of 300 primary school teachers selected form Kerala.

The details of the sample considered for the study is given in the Table 3.

TABLE 3

**Break up of the basal sample selected for the study.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | | Type of Management | | | Occupational  Status | | Marital Status | |
| Female | Male | Govt | Aided | Un aided | LP | UP | Married | Un married |
| 204 | 116 | 105 | 183 | 32 | 179 | 141 | 259 | 61 |

Out of 320 response sheet s received , those which were incomplete were discarded .Thus, finally a sample of 300 teachers was obtained .The completed answer sheet of the final sample were cosolidated for further analysis and all entries were coded using numbers for fecilitating computer feeding

TABLE 4

**The details of the Final Sample selected for the study**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Gender | | Type of Management | | | Occupational  Status | | Marital Status | |
| Female | Male | Govt | Aided | Unaided | LP | UP | Married | Un married |
| 192 | 108 | 99 | 174 | 27 | 167 | 133 | 247 | 53 |

The response sheet which were complete in all respects were selected for item analysis. Incomplete responses sheets were omitted and their number was reduced to 320. The responses were scored using the scoring scheme mentioned earlier. Those score obtained for each item and the total score for each individual were marked. Out of the 320 response sheets, 20 response sheets were randomly rejected.

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDA-TION OF DATA**

**DATA COLLECTION PROCEDURE**

After the required permission had been sought and the obtained form the Heads of the institutions for collecting data form primary teachers, the investigator personally contacted them. Each one of them was given the Communication Skill assessment Scale Family Stress Inventory and response sheets and they were directed respond to the items in the scale according to the instructions furnished at the beginning of the scale. The investigator explained the nature and confidentiality of responses to the subjects and encouraged them to express their opinions freely and frankly Some teachers were found to be less co-operative but most of the teachers were observed to be very appreciative and co-operative in this endeavor. The investigator collected the completed response sheets personally.

**SCORING AND CONSOLIDATION OF DATA**

All the response sheets were scored as per the scoring scheme of the scale prepared. The uncompleted data sheets were removed and the scoring was done as follows. A score of 5, 4, 3, 2 and 1 respectively was given for responses always, often, sometimes, rarely and never for positive items. The negative items were scored in the reverse order. The total score was calculated for each item and further analysis was done after consolidation.

Communication Skill Assessment Scale contains 50 questions. Each one has fine responses. The primary teachers instructed to put X mark the columns representing the response they selected against the number of items is the response sheet. Than the investigator scored each response sheet using the scoring key.

Family Stress investor contains 70 questions. Ach one had five responses. The primary teachers instructed to put (✓) mark the columns representing the response they selected against the number of items is the response sheet. Then the investigator scored each response sheet using the scoring key.

**STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**.

The data obtained from 300 primary school teachers were subjected to statistical treatments. The various statistical techniques used to analyze data and to arrive at meaningful conclusion are the following.

1. Descriptive analysis
2. Person’s product Moment Correlation (r)
3. Differential analysis ie, Test of significance of Difference between means for different categories.
4. Analysis of various ie. ANOVA.
5. **PRELIMINARY ANALYSIS**

The important statistical properties of the scores of the variable under study were calculated and analyzed as a preliminary step. That is Mean, Median, Mode, Skewness, Kurtosis etc were calculated for the total sample. From this we can predict or arrive at conclusion about the relation of Communication Skill and Family Stress of primary school teachers in Kerala.

1. **CORRELATION ANALYSIS**

The most often used and most precise efficient of correlation is the person’s product moment confident (r). The degree of relationship is measured and represented by the co efficient of correlation.

r =

=Sum of the X Scores

=Sum of the Y Scores

=Sum of squared X Scores

=Sum, of the Squared Y Scores

=Sum of the product of paired X Y Scores

 = Number of paired scores.

In the study, correlations co-efficient (r) is used to find out the extent of relationship between Communication Skill and Family Stress of Primary school teachers.

1. **TEST OF SIGNIFICANCES OF DIFFERENCE BETWEEN MEANS FOR DIFFERENT CATEGORIES.**

The test of significance of difference between two means is know as ‘t’ test. In this study Co-efficient of correlation (r) is used to find out if there exists any significant differences his Communication Skill and Family Stress between the relevant sub samples.



 = Mean of the first group (for an item)

 = Mean of the Second group

 = Standard deviation of the first group

 = Standard deviation of the second group.

 = Sample size of the first group

 = Sample size of the second group

If the obtained critical ratio is greater than 2.58, the required value for significance at 0.01 level of significance or 1.96 at 0.05 level of significance, the mean differences is considered to be significant.

1. **ANALYSIS OF VARIANCE OF ANOVA**

Analysis of variance ie ANOVA has been defined as “The separation of the variance ascribable to other groups” (Fisher 1950). In it’s simplest form the analysis of variance is used to test the significance of the differences between the means of a number of different populate. This is an effective way to determine whether the means of more than two samples are too different to a attribute to sampling error. ANOVA is an international statistical procedure by which a researcher can test the null hypothesis that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as its sampling distribution the F-distribution, determined by two degrees of freedom values, ANOVA can include on or more independent variables of three dependent variable are include simultaneously in an ANOCA the analysis is called a three way ANOVA.

In this three- way ANOVA is used to find out whether the variables, communication skill, Gender, Occupational Status have any main and interaction effect on Family Stress of primary school teachers in Kerala.

**ANALYSIS**

This chapter deals with the analysis of data obtained. Data Analysis embraces a whole range of activities of both the qualitative and quantitative type. It is an ongoing cyclical process integrated in to all phases of research. 'Analysis is a systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of the single phenomenon of interest'.

(Mc Millan and Schumacher, 1998)

According to Best, Analysis of data is the heart of a research report. Explaining the importance of analysis of data, Aggarwal (1999) remarks however valid and adequate the data may be, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified, tabulated and rationally induced. Editing implies the checking of gathered data for accuracy, utility and completeness. Classifying refers to the dividing of information into different categories, classes and heads for use. Tabulating denotes the recording of the classified material in accurate mathematical terms.

The main purpose of the study was to assess the relationship between communication skill and family stress of primary school teachers. The collected data was analysed statistically and the results were presented and discussed in the chapter with reference to the objectives of the study.

**OBJECTIVES**

1. To find out if there exists any significant relationship between communication skill and family stress of primary school teachers for the Total sample.

2. To find out if there exists any significant relationship between communication skill and family stress of primary teachers in the relevant sub samples based on

i) Gender

ii) Type of Management

iii) Occupational status

iv) Marital status

3. To find out whether there exists significant differences in communication skill and family stress between the relevant sub samples based on

i) Gender

ii) Type of Management

iii) Occupational status

iv) Marital status

4. To find out whether Gender, Occupational Status and Communication Skill have any Main and Interaction Effect on Family Stress of Primary school teachers.

**HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Communication skill and Family stress of primary school teachers.

2. There exists significant relationship between Communication skill and Family stress of primary school teachers in the relevant sub samples based on.

i) Gender

ii) Type of Management

iii) Occupational status

iv) Marital status

3. There exists significant differences in Communication skill and Family stress of primary school teachers between relevant subsamples based on

i) Gender

ii) Type of Management

iii) Occupational status

iv) Marital status

4. Gender, Occupational Status and Communication skill have significant Main and Interaction effect on Family stress of primary school teachers.

As one of the major objective of the study is to find out the main and interaction effect of the independent variables on the dependent variable, the investigator used the techniques of 3-way ANOVA. Analysis of variance being a parametric test, some assumptions are to be met inorder to use the technique.

The major assumptions of ANOVA are;

i) Distribution of the dependent variable should be normal.

ii) Homogeneity of variance.

iii) The samples drawn should be random and independent.

Discussion of the results obtained through statistical analysis of data collected are described under the following major headings.

1. Preliminary Analysis.

2. Correlation between Communication skill and Family stress of primary school teachers in the Total sample and relevant subsamples.

3. Comparison of Mean scores of Family stress among relevant sub samples.

4. Three-way ANOVA (2x2x3 factorial Design)

**1. PRELIMINARY ANALYSIS OF TEST SCORES**

As a first step analysis the investigator calculated the important statistical properties of the scores on the variables understudy. The Mean, Median, Mode, Standard Deviation, Skewness and kurtosis were calculated for the total sample. The details of the statistics were presented in Table 4.

TABLE 5

**Preliminary Analysis of Test scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Communication skill | 300 | 155.793 | 158.00 | 157.00 | 14.060 | -.463 | -.140 |
| Family Stress | 300 | 141.303 | 137.00 | 130.00 | 3.339 | .569 | -.290 |

**Discussion of Results**

To know the nature of distribution, the important statistical constants of the selected variables for the total and subsamples were analysed. It is found that the Measures of central tendency viz, Mean, Median, Mode are almost equal for the communication skill. The value of Skewness is -.463, which shows that the distribution is negatively skewed. The value of kurtosis is -.140, which suggests that the distribution is slightly leptokurtic. This indicates that the distribution of the scores approximate closely what is expected for a normal curve and the variable can be considered to be normally distributed.

In the case of Family Stress, the value of Mean, Median and Mode are almost equal. The obtained value of Skewness for communication skill is .569, which shows that the distribution is positively skewed. The value of kurtosis is -.290, which suggests that the distribution is slightly leptokurtic. This indicates that the distribution of scores approximate closely what is expected for a normal curve and variable can be considered to be normally distributed.

CORRELATION BETWEEN COMMUNICATION SKILL AND FAMILY STERSS OF PRIMARY SCHOOL TEACHERS IN THE TOTAL SAMPLE AND RELEVANT SUB SAMPLES

The co-efficient of correlation between Communication skill and Family stress of primary teachers in the total sample and sub-samples were presented in the Table 6.

TABLE 6

**Co-efficient of correlation**

**between Communication skill and Family**

**stress for the total sample and sub-samples**

|  |  |  |
| --- | --- | --- |
| Sl.  No. | Sample | Correlation |
| 1 | Total | -.5969 |
| 2 | Male | -.5650 |
| 3 | Female | -.6176 |
| 4 | Govt. | -.5658 |
| 5 | Aided | -.6079 |
| 6 | Unaided | -.7357 |
| 7 | L.P.School | -.5744 |
| 8 | U.P. School | -.6158 |
| 9 | Married | -.6093 |
| 10 | Unmarried | -.5266 |

The coefficient of correlation between communication skill and family stress for the total sample is –0.5969, which denotes moderate relationship between communication skill and family stress for the Total sample of primary school teachers. The co-efficient of correlation between communication and family stress for the male primary school teachers is -.5650, which shows moderate relationship between communication skill and family stress of male primary school teachers. The co-efficient of correlation between communication skill and family stress for female primary school teachers is -.6176. This shows there exists a substantial relationship between communication skill and family stress of female primary school teachers.

The co-efficient of correlation between communication skill and family stress for government primary school teachers is -.5658. It shows that the relationship between communication skill and family stress of government primary school teachers is moderately significant. The coefficient of correlation between communication skill and family stress for aided primary school teachers is -.6079 which denotes substantial relationship between Communication skill and Family stress of primary school teachers. The Co-efficient of correlation between Communication skill and Family stress for Unaided primary school teachers is -.7357. It shows substantial relationship between Communication skill and Family stress of Unaided primary school teachers.

The co-efficient correlation between Communication skill and Family stress for lower primary school teachers is -.5744. It shows that the relationship between Communication skill and Family stress of lower primary school teachers is moderately significant. The Co-efficient of correlation between Communication skill and Family stress for Upper primary school teachers is -.6158, which indicates a substantial relationship between Communication skill and Family stress of upper primary school teachers.

The co-efficient of correlation between Communication skill and Family stress for married primary school teachers is -.6093, which indicates a substantial relationship between Communication skill and Family stress of married primary school teachers. The co-efficient of correlation between Communication skill and Family stress for unmarried primary school teachers is -.5266, which shows that the relationship between Communication skill and Family stress for Unmarried primary school teachers is moderately significant.. The Co-efficient of correlation (r =0.7359') between Communication skill and Family stress of primary school teachers for the sub sample Unaided primary school teachers indicates that the relationship between Communication skill and Family stress of Unaided primary school teachers are substantially correlated.

The Co-efficient of correlation for Lower primary school primary teachers (-.5744) indicates that the relationship between Communication skill and Family stress of lower primary school primary teachers are substantially significant. The Co-efficient of correlation for Upper primary school primary teachers indicates that the relationship between Communication skill and Family stress of upper primary school primary teachers are substantially significant.

The Co-efficient of correlation for Married primary school teachers indicates that the relationship between Communication skill and Family stress of Upper primary school primary teachers are moderately significant. The co-efficient of correlation for Unmarried primary school teachers indicates that relationship between Communication skill and Family stress of Unmarried primary school teachers are moderately significant.

COMPARISON OF MEAN SCORES OF COMMUNICATION SKILL AND FAMILY STRESS BETWEEN SUBSAMPLES BASED ON GENDER, TYPE OF MANGEMENT, OCCUPATIONAL STATUS AND MARITAL STATUS

**1. Comparison of Mean Scores of Communication skill between Male and Female primary school teachers**

TABLE 7

**Data and Results of the test**

**of significance of difference in Communication**

**skill between Male and Female primary school teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No,. | Category | N | M | SD | 't' value |
| 1 | Female | 192 | 156.20 | 24.981 | .388 |
| 2 | Male | 108 | 155.07 | 22.426 |

not significant

Table 8 denotes that the mean scores of Communication skill of Female and Male primary school teachers are 156.30 and 155.07 respectively. The standard deviation obtained are 24.981 and 22.426 respectively. The 't' value obtained is .388. The table value of 't' at 0.05 significant level is 1.96. Since the obtained value for 't' is less than the table value, the mean difference in communication skill between Female and Male primary school teachers is not statistically significant.

**DISCUSSION**

The Mean scores of Communication skill of Female and Male primary school teachers were analyzed. It is found that there is no significant difference in Communication skill between Female and Male primary school teachers. It can be inferred that the Communication skill of Male and Female primary school teacher are almost equal

**2. Comparison of means scores of Communication skill between Government Aided primary schools teachers.**

TABLE 8

**Data and Results of test of   
Significance in Communication Skills   
between Government and Aided Primary School Teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Govt. | 99 | 153.26 | 25.221 | 1.461 |
| 2 | Aided | 174 | 157.70 | 23.484 |

not significant

Table 9 denotes that the mean scores of Communication skill of primary school teachers of Government and Aided are 153.26 and 157.70 respectively. The t-value obtained is 1.461 which is less than the table value 1.96 at 0.01 level of significance. So the mean difference in communication skill between Government and Aided primary school teachers is not statistically significant

**Discussion**

The mean scores of Communication skills of Communications skills of Government and Aided primary school teachers were analysed. It is found that there is no significant difference in Communication skills between Government and Aided primary school teachers. It can be inferred that the Communication skill of Government and Aided primary school teachers are almost equal.

**3. Comparison of mean scores of Communication skill between Government and Un aided primary school teachers.**

TABLE 9

**Data and results of the test**

**of significance of differences in Communication   
skill between Government and Unaided primary school teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No,. | Category | N | M | SD | 't' value |
| 1 | Govt. | 99 | 153.26 | 25.221 | .366 |
| 2 | Unaided | 27 | 152.78 | 23.44 |

not significant

Table 9 denotes that the mean scores of Communication skill of Government and Unaided primary school teachers are 153.26 and 152.78 respectively. The standard deviation obtained is 25.221 and 23.484 respectively. The t value obtained is .366, which is less than the table value 1.96 at 0.05 level of significance. So the mean difference in Communication skill between Government and Unaided primary school teachers is not significant.

**DISCUSSION**

The mean scores of Communication skills of Communications skills of Government and Unaided primary school teachers were analysed. It is found that there is no significant difference in Communication skill between Government and Aided primary school teachers. It can be inferred that the Communication skill of Government and Unaided primary school teachers are almost equal.

4. Comparison of Mean scores of Communication skill between Aided and Unaided primary school teachers.

Table 10

**Data and Results of the  
significance Of Differences in Communication   
skill Between Aided and Unaided primary school teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Aided | 174 | 157.70 | 23.484 | 1.016 |
| 2 | Unaided | 27 | 152.78 | 23.064 |

not significant.

Table 10 denotes that the mean scores of Communication skill of Aided and Unaided primary school teachers are 157.70 and 152.78 respectively. The Standard Deviation obtained is 25.221 and 23.484 respectively. The t value obtained is 1.016, which is less than the table value 1.96 at 0.0s5 level of significance. So the mean difference in Communication skill between Government and Unaided primary school teachers is not significant.

**DISCUSSION**

The mean scores of Communication skills of Government and Unaided primary school teachers were analysed. It is found that there is no significant difference in Communication skills between Government and Aided primary school teachers. It can be inferred that the Communication skill of Government and Unaided primary school teachers are almost equal.

**5. Comparison of mean scores of Communication skill between   
 Lower Primary and Upper primary school teachers.**

TABLE 11

Data and results of the test of   
significance of differences in Communication   
skill between Lower primary and Upper primary school teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No | Category | N | M | SD | 't' value |
| 1 | Lower Primary | 167 | 158.12 | 22.908 | 1.885 |
| 2 | Upper Primary | 133 | 152.87 | 25.218 |

not significant

Table 11 denote that the Mean scores of Communication skill of Lower Primary and Upper Primary school teachers are 158.12 and 152.87 respectively. The Standard deviation obtained Lower primary and Upper primary school teachers are 22.908 and 25.218 respectively. The t value obtained is 1.885 which is less than the table value 1.96at 0.01 level. So there is not significant.

### DISCUSSION

The Mean scores of Communication skill of Lower primary and Upper primary school teachers were analysed. It is found that there is no significant difference between Lower primary and upper primary school teachers. It can be inferred that the Communication skill of Lower primary and Upper primary school teachers.

1. Comparison mean scores of Communication skill between Married and Unmarried primary school teachers.

**TABLE 12**

Data and results of the test of   
significance of differences in Communication   
skill between Married and Unmarried primary school teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Married | 247 | 154.85 | 23.865 | 1.475 |
| 2 | Unmarried | 53 | 160.21 | 24.700 |

not significant

It denotes that the Mean scores of Communication skill of Primary school teachers are 154.85 and 160.21 respectively. The Standard Deviation obtained are 23.865 and 24.7 respectively. The t value obtained is 1.475, which is less than the table value 1.96 at 0.05 level of significance. So the Mean differences in Communication skill between Married and Unmarried Primary school teachers are not significant.

**DISCUSSION**

**The Mean scores of the Communication skill of Married and Unmarried primary school teachers were analysed. It is found that there is no significance differences in Communication skill between Married and Unmarried primary school teachers. It can be inferred that the Communication skill of Married and Unmarried Primary school teachers are almost equal. Comparisonmean scores of Communication skill between Married and Unmarried primary school teachers**.

7. Comparison of Mean scores of Family stress between Female and Male primary school teachers.

TABLE 13

**Data and Results of the test of   
significance of Difference In Family stress   
between Female and Male primary school teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Female | 192 | 140.28 | 29.453 | -.778 |
| 2 | Male | 108 | 143.12 | 31.911 |

not significant

Table 13 denotes that the mean scores of Family stress for primary school Female and Male teachers are 140.28 and 143.12 respectively. The standard deviation obtained are 29.453 and 31.911 respectively. The 't' value obtained is .778, which is less than the table value 1.96 at 0.0t level of significance. So the mean difference in family stress between Female and Male primary school teachers is not statistically significant.

**DISCUSSION**

The mean scores of Family stress of female and male primary school teachers were analysed. It is found that there is no significant difference in family stress between Female and Male primary school teachers. It can be inferred that the family stress of Male and Female primary school teachers are almost equal.

Table 9 denotes that the mean scores of Communication skill of Government and Aided primary school teachers are153.26 and 157.70 respectively. The standard deviation obtained is 25.221 and 23.484 respectively. The 't' value obtained 1.461. The table value of 't' at 0.05 level is 1.96. Since the obtained value for 't' is less than the table value, the mean differences in Communication skill between Government and Aided primary school teachers is not statistically significant.

8. Comparison mean scores of Family stress between Government   
 and Aided primary school teachers.

# TABLE 14

**Data and results of the test of   
significance of Difference in Family stress   
between Government and Aided primary school teachers**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Government | 99 | 138.53 | 27.389 | 0.866 |
| 2 | Aided |  |  |  |

not significant at 0.05 level.

Table 14 denotes that the mean scores of Family stress for primary school teachers are 138.53 and 141.80 respectively. The Standard Deviation obtained is 27.389 and 31.482 respectively. The table value of obtained is 0.866. The table value of t at 0.05 levels is 1.96. Since the obtained value for 't' is less than the table values, the mean differences in Family stress between Govt. and Aided primary school teachers.

9 Comparison of Mean scores of Family stress between Government   
 and Unaided primary school teachers.

**TABLE 15**

Data and results of the test of   
significance of differences in Family stress   
between Government and Unaided primary school teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Government | 99 | 138.53 | 27.389 | 1.566 |
| 2 | Unaided | 27 | 148.26 | 32.882 |

Not significant

Table 15 denotes that the Mean scores of Family stress of Primary school teachers are 138.53and 148.26 respectively. The Standard Deviation obtained are 27.389and 32.882 respectively. The t value obtained is 1.566 ,which is less than the table value 1.96 at 0.05 level of significance. So the Mean differences in Family stress between Government and Unaided Primary school teachers are not significant.

**DISCUSSION**

The Mean scores of the family stress of Government and Unaided primary school teachers were analysed. It is found that there is no significance differences in Family stress between Government and Unaided primary school teachers. It can be inferred that the Family stress of Government and Unaided Primary school teachers are almost equal.

1. Comparison of Mean scores of Family stress between Aided and Unaided primary school teachers

TABLE 16

Data and result of the test of   
significance of differences in Family Stress   
between Aided and Un aided primary school teachers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | 't' value |
| 1 | Aided | 174 | 141.80 | 31.482 | 0.985 |
| 2 | Unaided | 27 | 148.26 | 32.882 |

Not significant.

The table 16 denotes that the Mean scores of Family stress of Aided and Unaided primary school teachers are 141.80and 31.482 respectively. The Standard Deviation obtained is 148.26and 32.882 respectively. The table value obtained is 0.985, which is less than table value, 1.96 at 0.05 level of significance. Since the obtained value for t is less that the table value, the mean differences in Family stress between Aided and Unaided primary school teachers is not statistically significant.

## DISCUSSION

The Mean scores of Family stress of Aided and Unaided primary school teachers were analysed. It found that there is no significance difference in Family between Aided and Unaided primary school teachers. It can be inferred that the Family stress of Aided and Unaided primary school teachers are almost equal.

11 Comparison of the mean scores of Family Stress between Lower   
 primary and Upper primary school teachers

TABLE 17

Data and results of test of   
significance of differences in Family stress   
between Lower primary and Upper primary school teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Lower primary | 167 | 138.96 | 30.160 | 1.488 |
| 2 | Upper primary | 133 | 144.22 | 30.424 |

Not significant.

The table 17 denotes that the Mean scores of Family stress of Lower primary and Upper primary school teachers are 138.96 and 30.160 respectively. The Standard Deviation obtained is 144.22and 30.424 respectively. The table value obtained is 1.488,which is less than table value, 1.96 at 0.05 level of significance. Since the obtained value for t is less that the table value, the mean differences in Family stress between Upper primary and Lower primary school teachers is not statistically significant.

## DISCUSSION

The Mean scores of Family stress of Lower primary and Upper primary school teachers were analysed. It found that there is no significance difference in Family between Lower primary and upper primary school teachers. It can be inferred that the Family stress of Upper primary and Lower primary school teachers are almost equal.

1. Comparison of Mean scores of Family stress between   
    Married and Unmarried primary school teachers.

**TABLE** **18**

Data and results of the test of   
significance of differences in Family stress   
between Married and Unmarried primary school teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | SD | 't' value |
| 1 | Married | 247 | 144.06 | 29.338 | 3.460\*\* |
| 2 | Unmarried | 53 | 128.45 | 30.994 |

\*\* Indicates significant at 0.01 level

It denotes that the Mean scores of Family stress of Primary school teachers are 144.06 and 128.45 respectively. The Standard Deviation obtained is 29.338 and 30.994 respectively. The t value obtained is 3.460, which is greater than the table value 1.96 at 0.05 level of significance. So the Mean differences in Family stress between Married and Unmarried Primary school teachers are significant.

**DISCUSSION**

The Mean scores of the Family stress of Married and Unmarried primary school teachers were analysed. It is found that there is significance differences in Family stress between Married and Unmarried primary school teachers. It can be inferred that the Family stress of Married and Unmarried Primary school teachers are not equal.

13. Comparison of mean scores of Family stress between primary school teachers belong to low Communication skill and average Communication skill.

TABLE 19

**Data and results of the   
Test of significance of Difference   
in Family stress between primary school teachers   
with low Communication skill and Average Communication skill**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | SD | t value |
| 1 | Low communication skill | 78 | 167.3590 | 30.722 | 6.44\*\* |
| 2 | Average communication skill | 123 | 141.2602 | 23.097 |

\*\* Indicates significance at 0.01 level.

Table 19 denotes than the mean scores of Family stress of primary school teachers with Low Communication skill and average Communication skill are 167.3590 and 141.2602 respectively. The Standard Deviation obtained are 30.722 and 23.097 respectively. The 't' value obtained is 6.44. The table value of 't' at 0.05 significant level is 1.96. Since the obtained value for 't' is greater than the table value. It indicates that there exists a significant difference in mean scores of Family stress between primary school teachers with low Communication skill and average Communication skill of primary school teachers at 0.05 level.

**DISCUSSION**

The analysis of above data shows that there exists a significant difference in the mean scores of Family stress between primary teachers with low Communication skill and average Communication skill. So it can be inferred that the primary school teachers with low Communication skill and average Communicate on skill differ significantly in the level of Family stress in favour of low the teachers with low Communication skill.

14. Comparison of mean scores of Family stress between primary   
 school teachers with to low Communication skill and High   
 Communication skill

TABLE 20

**Data and Results of the   
Test of Significance of Difference in   
Family Stress between Primary school teachers with   
Low Communication skill and High communication skill**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | SD | 't'value |
| 1. | Low Communication skill | 78 | 167.3590 | 30.722 | 11.44\*\* |
| 2. | High Communication skill | 99 | 120.8283 | 20.944 |

\*\* Indicates significant at 0.01 level.

Table 20 denotes that the mean scores of Family stress of primary school teachers with Low Communication skill and High Communication skill are 167.3590 and 120.8283 respectively. The standard deviations obtained are 30.722 and 20.944 respectively. The 't' value obtained 11.44. The table value of 't' at 0.05 significant level is 1.96. Since the obtained value of 't' is greater than the table value, it mean that there exists a significant differences in mean scores of Family stress between Primary school teachers with Low Communication skill and High Communication skill at 0.05 level of significant.

**DISCUSSION**

From the analysis of mean scores of Family stress of primary school teachers low Communication skill and High communication skill, it is found that there exists significant difference in primary school teachers low Communication skill and High Communication skill that the Family stress of Primary school teachers.

15 Comparison of mean scores of Family stress between primary school teachers with Average Communication skill and High Communication skill

TABLE 21

**Data and Results of the   
Test of Significance of Difference in Family   
Stress between Primary school teachers Average   
Communication skill and High Communication skill**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | Mean | SD | 't'value |
| 1. | Average Communication skill | 123 | 141.2602 | 23.097 | 6.83\* |
| 2. | High Communication skill | 99 | 120.8283 | 20.944 |

\* Indicates significant at 0.01 level.

Table 8 denotes the mean scores of family stress for primary school teachers with Average Communication skill and High Communication skill are 141.2602 and 120.8283 respectively. The standard deviation obtained are 23.097 and 20.944 respectively. The 't' value obtained is 6.83. The table value of 't' at 0.05 significant level is 1.96. Since the obtained value for 't' is greater than the table value, it indicates that there exists significant difference in mean scores of Family stress between Primary school teachers with Average communication skill and High Communication skill at 0.05 level.

**DISCUSSION**

From the analysis of mean scores of Family stress for primary school teachers with Average Communication skill and High Communication skill, it is found that there exist significant difference in the Family stress between primary school teachers with Average Communication skill and High Communication skill.

MAIN AND INTERACTION EFFECTS OF GENDER, COMMUNICATION SKILL AND OCCUPATIONAL STATUS ON FAMILY STRESS OF PRIMARY SCHOOL TEACHERS

To find out whether Gender, Communication skill and Occupational status have any significant main and interaction effects on Family stress of Primary school teachers, three-way ANOVA 2x2x3 Factorial Design was done for 300 cases. The sum of Squares, Mean Squares and F value are given in table 22.

TABLE 22

**Main and Interaction Effects of   
Gender, Communication skill and Occupational   
Status on Family stress of primary school teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | **Sum of squares** | DF | **Mean squares** | **F value** |
| Main effects | 94591.893 | 4 | 23647.973 | 38.118 |
| Gender | 6.317 | 1 | 6.317 | .010 |
| Communication skill | 92318.577 | 2 | 46159.289 | 74.404\* |
| Occupational status | 114.657 | 1 | 114.657 | .185 |
| 2-way interactions | 448.722 | 5 | 89.744 | .145 |
| Gender x Communication skill | 207.519 | 2 | 103.760 | .167 |
| Gender x Occupational status | 130.337 | 1 | 130.337 | .210 |
| Communication skill x Occupational status | 115.131 | 2 | 57.565 | .093 |
| 3-way Interactions | 1496.453 | 2 | 748.226 | 1.206 |
| Gender x Communication skill x Occupational status | 1496.453 | 2 | 748.226 | 1.206 |
| **Residual** | **178672.329** | **288** | **620.390** |  |
| Total | 275209.397 | 299 | 920.433 |  |

\* p <0.01

# Main Effect of Gender on Family stress of primary school teachers

The table 22 indicates that the F value obtained for main effect of Gender on family stress of primary school teachers is .01. The table value of F at 0.05 level of significance with degrees of freedom (1,288) is 3.89. The obtained F value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Gender on Family stress is not significant at 0.05 level.

Main Effect of Communication skill on Family stress of primary school teachers.

The calculated F value for the main effect of Communication skill on Family stress of primary school teachers is 74.404. The table value of F at 0.01 level of significance with degrees of freedom (2,288) is 4.71. Since the calculated F value is greater than the table value at 0.01 level of significance. It can be concluded that the main effect of Communication skill on Family stress is significant at 0.01 level.

Main Effect of Occupational Status on Family Stress of primary school teachers.

The calculated F value for the main effect of Occupational status on Family stress of primary school teachers is 0.185. The table value of F at 0.05 level of significance with degrees of freedom (1,288) is 3.85. Since the calculated F value is less than the table value at 0.05 level. It can be concluded that the Occupational status do not have significant main effect on Family stress of primary school teachers.

Interaction Effect of Gender and Communication skill on Family stress of primary school teachers.

When the two-way interaction of Gender and Communication skill on Family stress of primary school teachers was considered the F value calculated was found to be .167. The table value of F at 0.05 level of significance with degrees of freedom (2,288) is 3.04. Since the calculated F value is less than the table value of F at 0.05 level of significant, it can be concluded that the interaction effects of Gender and Communication skill on Family stress of Primary school teachers is not significant at 0.05 level.

**Interaction Effect of Gender and Occupational status on Family stress of primary school teachers**.

When the two-way interaction of Gender and Occupational status on Family stress of primary school teachers was considered, the F value calculated was found to be 0.210. The table value of F at 0.05 level of significance with degrees of freedom (1,288) is 3.89. Since the calculated F value is less than the table value, of F it can be concluded that the Interaction Effect of Gender and Occupational status on Family stress of primary school teachers is not significant at 0.05 level.

Interaction Effect of Communication skill and Occupational status on Family stress of primary school teachers.

As the two-way interaction of Communication skill and Occupational status on Family stress of primary school teachers was considered the F value calculated was found to be .093. The table value of F at 0.05 level of significance with degrees of freedom (2,288) is 3.04. Since the calculated F value is less than the table value of F at 0.05 level of significance it can be concluded that the interaction effects of Communication skill and Occupational status of primary school teachers is not significant at 0.05 level.

Interaction Effect of Gender, Communication skill and Occupational status on Family stress of primary school teachers.

When the three-way interaction of Gender, Communication skill and Occupational status on family stress of primary school teachers was considered the F value calculated was found to be 1.206. The table value of F at 0.05 level of significance with degrees of freedom (2,288) is 3.04. Since the calculated F value is less than the tabled value of F at 0.05 level of significance. It can be concluded that the interaction effect of Gender, Communication skill, Occupational status on family is not significant at 0.05 level.

SUMMARY, CONCLUSION AND SUGGESTIONS

This chapter provides an overview of the significant aspects of the various stages of the study. This includes, the summary of the procedures, important findings of the study, educational implications and suggestions for further study.

**A. STUDY IN RETROSPECT**

The present study is entitled as "COMMUNICATION SKILL AND FAMILY STRESS OF PRIMARY SCHOOL TEACHERS IN KERALA".

**B. VARIABLES**

The present investigated study is designed with two types of variables, namely independent variable and dependent variable. The Independent variables are Communication skill, Gender, Occupational status, type of Management and Marital status. The Dependent Variable is Family stress.

**C. OBJECTIVES**

The following are the objectives of the present study: -

1. To find out if there exists any significant relationship between Communication skill and Family stress of primary school teacher.

2. To find out if there exists any significant relationship between Communication skill and Family stress of primary teachers in the sub samples based on

(a) Gender

(b) Type of Management

(c) Occupational Status

(d) Marital Status

3. To find out if there exists any significant differences in Communication skill and Family stress between the relevant sub samples based on

(a) Gender

(b) Type of Management

(c) Occupational Status

(d) Marital Status

4. To find out whether Gender, Occupational status and Communication skill have any Main and Interaction effect on Family stress of primary school teachers.

**D. HYPOTHESES**

The present study is designed to test the following hypotheses.

1. There exists significant relationship between Communication skill and Family stress of primary school teachers.

2. There exists significant relationship between Communication skill and Family stress of primary school teachers in the sub samples based on.

(a) Gender

(b) Type of Management

(c) Occupational Status

(d) Marital Status

3. There exist significant differences in Communications skill and Family stress of primary school teachers between the relevant subsamples based on.

(a) Gender

(b) Type of Management

(c) Occupational Status

(d) Marital Status

4. Gender, Communication skill and Occupational status have significant Main and Interaction effect on Family stress of primary school teachers.

**E. METHODOLOGY**

**1. Sample**

The study was conducted on a representative sample of 300 primary school teachers of kerala (Wayanad, Malappuram, Kozhikode and Kannur districts) The sample selection was done using stratified random sampling technique giving due representation to factors like Gender, Occupation status, Type of Management, Marital status.

**2. Tools used**

The investigator used the following tools for the study.

1. Communication Skill Assessment-Scale. (Constructed and Standardised by the Investigator with the help of Supervising Teacher).

2. Family Stress Inventory. (Constructed and Standardised by the Investigator with the help of Supervising Teacher).

**3. Statistical Techniques Used**

The Statistical Techniques used for Analysis of data were the following.

1. Preliminary Analysis.

2. Pearson's product Moment Co-efficient of correlation.

3. Test of significance of differences between means for large independent samples.

4. Three way ANOVA.

**MAJOR FINDINGS OF THE STUDY**

Following are the major findings obtained after analysis of the collected data.

i) The coefficient of correlation (r= 0.5969) obtained for the total samples shows that the relationship between Communication skill and Family stress of primary school teachers is moderately significant.

ii) The co-efficient of correlation (r=0.5650) obtained for the subsample Male primary school teachers shows that the relationship between Communication skill and Family stress of Male primary school teachers is moderately significant.

iii) The Co-efficient of correlation(r=0.6176) obtained for total Female primary school teachers shows that the relationship between Communication skill and Family stress of Female primary school teachers is substantially significant

iv) The co-efficient of Correlation (r=0.5658) obtained for total Government primary school teachers shows that the relationship between Communication skill and Family stress of Government primary school teachers is moderately significant.

v) The co-efficient of Correlation (r=0.6079) obtained for total Aided primary school teachers shows that the relationship between Communication skill and Family stress of Aided primary school teachers is substantially significant.

vi) The co-efficient of correlation (r=0.7359) obtained for the subsample Unaided primary school shows the relationship between Communication skill and Family stress of Unaided primary school teachers is substantially significant.

vii) The co-efficient of correlation(r=0.5744) obtained for the subsample Lower primary school teachers shows that the relationship between Communication skill and Family stress of Lower primary school teachers is moderately significant.

viii) The co-efficient of correlation(r=0.56158) obtained for the sub sample Upper primary school teachers shows that the relationship between Communication skill and Family stress of Upper primary school teachers is substantially significant.

ix) The Co-efficient of correlation (r=0.6093) obtained for the sub sample Married primary school teachers shows that the relationship between Communication skill and Family stress of Married primary school teachers is substantially significant.

x) The Co-efficient at correlation (r=0.5266) obtained for the sub sample Unmarried primary teachers shows that the relationship between Communication and Family stress of Unmarried primary school teachers is moderately significant.

xi) Comparison of Mean scores of Communication skill between Male and Female primary school teachers reveals that there is no significant difference in Communication skill between Male and Female primary school teachers at 0.05 level (CR=388).

xii) Comparison of Mean scores of Communication skill between Government and Aided primary school teachers reveals that there is no significant differences in Communication skill between Government and Aided primary school teachers at 0.05 level (CR=1.461).

xiii) Comparison of mean scores of Communication skill between Government and Unaided primary school teachers reveals that there is no significant difference in Communication skill between Government and Unaided primary school teachers at 0.05 level (CR=366).

xiv) Comparison of mean scores of Communication skill between Aided and Unaided primary school teachers reveals that there is no significant difference in Communication skill between Aided and Unaided primary school teachers at 0.05 level (CR = 1.016).

xv) Comparison of mean scores of communication skill between Lower Primary and Upper Primary school teachers reveals that there is no significant difference in Communication skill between primary and Upper primary school teachers at 0.05 level (CR=1.885).

xvi) Comparison of Mean scores of Communication skill between Married and Unmarried primary school teachers reveals that there is no significant difference in Communication skill between Married and Unmarried primary school teachers at 0.05 level CR = 1.475).

xvii) Comparison of mean scores of Family stress between Male and Female primary school teachers reveals that there is no significant difference in Family stress between Male and Female primary school teachers difference at 0.05 level (CR=0.778).

xviii)` Comparison of Mean scores of Family stress between Government and Aided primary school teachers reveals that there is no significant difference in Family stress between Government and Aided primary school teachers difference at 0.05 level (CR=0.866).

xix) Comparison of mean scores of Family stress between Government and Unaided primary school teachers reveals that there is no significant difference in Family stress between Government and Unaided primary school teachers difference at 0.05 level (CR=0.1566).

xx) Comparison of mean scores of Family stress between Aided and Unaided primary school teachers reveals that there is no significant difference in Family stress between Aided and Unaided primary school teachers difference at 0.05 level (CR=0.985).

xxi) Comparison of mean scores of Family stress between Lower primary and Upper primary school teachers reveals that there is no significant difference a in Family stress between Lower and Upper primary school teachers difference at 0.05 level (CR=1.488).

xxii) Comparison of mean scores of Family stress between Married and Unmarried primary school teachers reveals that there is significant in Family stress between Married and Unmarried primary school teachers difference at 0.05 level (CR=3460).

xxiii) Gender has no significant Main Effect on Family stress of primary school teachers .

[F=3.89, P>0.05 for (1,288)] degrees of freedom].

xxiv) Communication skill has significant Main Effect on Family stress of primary school teacher.

[F=74.404, P<0.01 for (2,288)] degrees of freedom.

xxv). Occupational status has no significant Main Effect on Family stress of primary school teachers.

[F=0.185, P> 0.05 for (1,288)] degrees of freedom.

**CONCLUSION**

Significant relationship was found between the variables Communication skill and Family stress of primary school teachers in the total samples and the relevant subsamples based on Gender, Type of Management, Occupational status and Marital status. The relationship was moderately significant in the case of total samples. The relationship was substantially significant in the subsamples Male primary school teacher. The relationship was substantially significant in the subsample Female primary school teachers. The relationship was substantially significant in the subsample Aided primary school teachers. The extent of relationship was substantially significant in the subsample Upper primary school teachers. The extent of relationship was substantially significant in the subsample Married primary school teachers. The extent of relationship was substantiating in the susample Unaided primary school teachers.

The extent of relationship was moderately significant in the subsample Government primary school teachers. The extent of relationship was moderately significant in the sub sample lower primary school teachers. The extent of relationship was moderately significant in the subsample Unmarried primary school teachers.

There was no significant differences in the Means scores of Communication skill and Family stress between Male and Female of primary teachers. There was no significance differences the Mean scores of Communication skill and Family stress between Government and Aided primary school teachers. There was no significances differences in the Means scores of Communication skill and Family stress between Government and Unaided primary school teachers. There was no significance differences in the Means scores of Communication skill and Family stress between Aided and Unaided primary school teachers. There were no significance differences in the means scores of Communication skill and Family stress between Lower primary and Upper primary school teachers. There was no significance differences in the means scores of Communication skill and Family stress between Married and Unmarried school teachers. There was no significance difference in the means scores of Family stress between primary school teachers with low Communication skill and average Communication skill. There was no significance differences in the means scores Family stress for primary school teachers with low Communication skill and high Communication skill. There was no significance differences in the means scores of Communication skill and Family stress for primary school teachers with average Communication skill and high Communication.

Gender has no significant main effect on Family stress of primary school teachers. Communication skill has significant main effect on Family stress of primary teachers. Occupational status has no significant main effect on Family stress. Gender and Communication skill has no significant interaction effect on Family stress of primary school teachers. Gender and occupational status has no significant interaction effect on Family stress of primary school teachers. Communication skill and Occupational status has no significant Interaction Effect on Family stress of primary school teachers. Gender, Communication skill and Occupational status has no significant Interaction Effect on Family stress of primary school teachers.

**TENABILITY OF HYPOTHESES**

The tenability of hypotheses was examined in the light of above findings.

Hypothesis **I** states that there exists significant relationship between Communication skill and Family stress of primary school teachers.   
The co-efficient of correlation obtained is 0.5969, which denotes a moderately significant relationship between Communication skill and family stress of primary teachers. So hypothesis **I** is fully accepted.

Hypothesis **II (a)** states that there exists significant relationship between Communication skill and Family stress of primary teachers in the subsamples based on Gender.

The findings reveals that there exists significant relationship between Communication skill and Family stress of primary school teachers in the subsample based on Gender Co-efficient of correlation obtained for Male primary teachers is 0.5650 and for Female primary school teachers is 0.6176. These values denotes moderately and substantially significant relationship respectively. So hypothesis **II (a)** is fully accepted.

Hypothesis **II(b)** states that there exists significant relationship between Communication skill and Family stress of primary school teachers in the subsample based on Type of Management of school teachers. The Co-efficient of correlation obtained for Government primary school teacher is, 0.5658, that of Aided primary school teachers is 0.6079. These values shows that there is moderately significant relatioship. The Co-efficient of correlation obtained for Unaided primary school teachers is 0.7359. This denotes the substantially significant relationship between Communication skill and Family stress of Unaided primary school teachers. So Hypothesis **II(b)** is fully accepted.

Hypothesis **II(c)** states that there exists significant relationship between communication skill and Family stress of primary school teachers in the subsample based on Occupational status. Findings reveals that there exists significant relationship between Communication skill and Family stress of primary school teachers in the subsamples Lower primary and Upper primary school teachers.. The Co-efficient of correlation obtained for Lower primary school teachers is 0.5744 and that for Upper primary school teachers is 0.6258. These values denotes a moderately significant relationship between Communication skill and Family stress for Lower primary school teachers and substantial relationship for Upper primary school teachers. So hypothesis **II (c)** is fully accepted.

Hypotheses **II(d)** states that there exists significant relationship between Communication skill and Family stress of primary school teachers in the subsample based on Marital status. The Co-efficient of correlation obtained for Married primary school teachers is 0.6093 and that for Unmarried primary school teachers is 0.5266 respectively These values denote substantial relationship for Married Primary school teachers and moderate relationship between Communication skill and Family stress of Unmarried primary school teachers. So hypothesis **II(d)** is fully accepted.

Hypothesis **III(a)** states that there exists significant differences in the mean scores of Communication Skill and Family Stress of Primary School Teachers between the relevant subsamples based on Gender. The findings reveal that there is no significant differences in the Means scores of Communication Skill and Family Stress between the relevant sub-samples based on Gender. There are no significant differences in the Mean scores of Communication Skill and Family Stress between total ale and Female Primary School Teachers So hypothesis **III (a)** rejected.

Hypothesis **III (b)** states that there exists significant differences in the Mean scores of Communication Skill and Family Stress of Primary School Teachers between relevant subsamples based on Type of Management of Primary School Teachers. The findings reveal that there is no significant difference in Communication Skill and Family Stress between the relevant subsamples based on Government, Aided and Unaided Primary School Teachers. There is no significant differences in the means scores of Communication Skill and Family Strss between the relevance subsample based on Types of Management. Therefore hypothesis **III (b)** rejected.

Hypothesis **III(c)** states that there exist significant differences in the mean scores of Communication skill and Family Stress of Primary School Teachers the relevant subsample based on Occupational status. The findings reveal that there are no significant differences in the mean scores of Communication Skill and Family Stress of Primary School Teachers between the relevant subsample based on Occupational status. Therefore hypothesis **III (a)** rejected.

Hypothesis **III (d)** states that there exists significant differences in the mean scores of Communication Skill and Family Stress of Primary SchoolTeachers between the relevant sub samples based on Marital status. The findings reveal that there is no significant differences in the mean scores of Communication Skill and Family Stress of PrimarySschool Teachers between the relevant subsample based on Marital status. Therefore hypothesis **III (d)** rejected.

Hypothesis **IV (a)** states that Gender Communication Skill and Occupational status have significant main and interaction effect on Family Stress of Primary School Teachers. The findings reveals that Gender Communication skill and Occupational status have no significant main and interaction effect of Communication skill and Family stress of primary school teachers. Therefore hypothesis **IV(a)** is rejected.

# EDUCATIONAL IMPLICATIONS

The main aim of the present investigation is to find out if there exist any significant relationship between communication skill and Family Stress of Primary School Teachers. It reveals that there exist moderately significant relationship between Communication Skill and Family Stress of Primary School teachers. This shows that Communication skill is a variable, manipulation of which will cause change in Family Stress. Based on the findings of the study the investigator put forward the following suggestions to control the Family Stress and thereby enhance teaching competence of Primary School Teachers.

i Teachers should be made aware of the importance should be made aware of the importance of communication skill to control their Family Stress.

ii Provisions to enhance communication skill of Primary school Teachers should be incorporate with in service training programmes.

iii Educational authority should take initiative to conduct programmes to improve the Communication Skill of Primary School Teachers.

iv A study can be conducted to find the main and interaction effect of Family Stress and Occupational Stress on Communication Skill of Teachers.

**SUGGESTIONS FOR FURTHER RESEARCH**

1. The same study can be replicated on secondary and higher secondary school teachers.
2. A study can be conducted to find out the relationship of Communication skill with some psychological variables like self-confidence, self-esteem etc.
3. A study can be conducted to find out the main and interaction effect of Family Stress and Occupational Status on Communication Skill.
4. The same study can be replicated on College level teachers.
5. The same study can be replicated on BEd. College level teachers.

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Farook Training College

COMMUNICATION SKILL ASSESSMENT SCALE

(final)

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# Instructions

This is a measurement to assess your communication skill. For all the following statements five responses (always, often, sometimes, rarely, never) are possible. In the specified answer sheet mark (✓) against the statement.

We assure you that the information's available through this will be kept secretly and it will be utilised only for research purposes.

1. I am able to convince others that I respect their sentiments when I speak to them.
2. I am able to listen to the children patiently and answer them.
3. My friends and colleagues show unwillingness to share their personal affairs.
4. I am able to handle complex issues impartially.
5. I am able to convince others that I am able to enjoy others standard wits.
6. Others are unable to absorb what I am saying and in the same sense.
7. I am able to convince others the preference to the most important matter when I deal with different issues.
8. I try to present the matte in a pleating when I seek the help of others.
9. I am unwilling to communicate with more and more persons at a time.
10. I am able to have a healthy friendship with persons of high repute and dignity.
11. I am able to erase the misunderstanding of others when others mistake me.
12. I am unwilling to express my opinion if I find the difference of opinion.
13. I am able to create new friendship during journeys.
14. I get the support of others when I express my opinion during discussions.
15. I find if difficult to admit my mistake if I make mistakes.
16. I am able to convince my friends at crucial condition without any boring.
17. I am able to communicate tactfully with those who behave violently.
18. I conceal some matter related to it when I share about it with others.
19. I am able to answer satisfactorily to others even in the midst of my busy nature.
20. The unexpected response from others makes me disappointed.
21. I am able to communicate with others in order to maintain the intensity of the family relationship.
22. I am able to speak effectively and in a time-bound way through telephone.
23. I am able to inform others my likes and dislikes at the right time.
24. I find it difficult to communicate others on complex ideas.
25. I am unable to convince others a lot of matters which I know thoroughly.
26. I am able to convince others the seriousness of social issues when such issues arise.
27. I am able to actively participate in debates related to current issues.
28. I am able not to hurt their sentiments when I criticise others.
29. I am able to communicate to the agitated without losing the calmness.
30. Others misunderstand even my words of noble intention.
31. I happily inform those who seek my help.
32. I seek solution from my close friends to my personal problems.
33. I am able to sensitise the solution to the complex issues with those related to it.
34. I listen carefully when others talk about their problem.
35. Others appreciate me over the ability to speak in public for.
36. I try to convince others on my helplessness on critical condition.
37. When I convince others on good things it ends up with blunders.
38. I fail in continuing my friendships.
39. I find it hard to complete the matters which I can't fulfil.

**APPENDIX II C**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**FAMILY STRESS INVENTORY**

**(FINAL)**

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**\nÀt±-i-§Ä**

\n§Ä¡v IpSpw-\_-hp-ambn \_Ô-s¸-«p-­m-Ip¶ ]ncn-ap-dp¡w Af-¡p-¶-Xn-\pÅ am\-I-am-Wn-Xv. Xmsg sImSp-¯n-cn-¡p¶ Hmtcm {]kvXm-h-\bv¡pw FÃm-bvt¸m-gpw, an¡-t¸m-gpw, Nne-t¸mÄ, A]qÀÆ-am-bn, Hcn-¡-ep-anÃ F¶n-§s\ A©v {]Xn-I-c-W-§Ä km[y-a-mWv. Hmtcm¶pw {i²m-]qÀÆw hmbn¨v AXv \n§sf kw\_-Ôn¨v F{X-t¯mfw icn-bm-sW¶v {]tXyIw \ÂIn-bn-cn-¡p¶ D¯-c-t]-¸-dnÂ {]kvXm-h-\-bpsS t\sc-bpÅ hr¯-¯nÂ icn (🗸) NnÓw D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I.

CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-sW¶pw Kth-j-Wm-h-iy-§Ä¡v am{Xta D]-tbm-Kn-¡p-I-bp-Åp-sh¶pw Dd¸v \ÂIp-¶p.

1. ho«nse km¼-¯nI \_p²n-ap-«p-IÄ at\m-hn-j-a-ap-­m-¡m-dp-­v.
2. ho«nse Ip«n-IÄ¡v kzØ-am-bn-cp¶v ]Tn-¡p-¶-Xn\v kuI-cy-¡p-dhv A\p-`-h-s¸-Sm-dp-­v.
3. ho«nÂ Hcp Øe¯v sh¨ km[\w ]n¶o-StX Øe¯v ImWmsX hcm-dp-­v.
4. kmaq-lnI Imcy-§-fnÂ CS-s]-Sp-¶Xv ho«nÂ XÀ¡-§Ä¡v hgn-sh-¡m-dp-­v.
5. ho«nÂ `£-W-Im-cy-§-fnÂ A`n-{]mb sFIyw D­v.
6. IpSpw-\_mw-K-§-fpsS Bh-iy-§Ä \nd-th-äp-¶-Xn\v th­n Ah-[n-sb-Sp-t¡­n hcm-dp-­v.
7. DbÀ¶p ]Tn-¡p-¶-Xn\v th­n ho«p-ImÀ k½À²w sNep-¯m-dp-­v.
8. Ip«n-IÄ -\n-Êm-c-Im-cy-§Ä¡v ]cm-Xn-s¸-Sm-dp-­v.
9. D¯-c-hm-Zn-¯-§Ä ImcWw aäp-Å-hÀ¡v sImSp¯ hm¡p-]m-en-¡m³ Ign-bmsX hcm-dp-­v.
10. amXm-]n-Xm-¡Ä Fsâ ]ncn-ap-dp-¡-§Ä¡v ]cn-lmcw \nÀt±-in-¡m-dp-­v.
11. ho«nÂ tPmen-`mcw eLq-I-cn-¡p¶ Krtlm-]-I-cW§fpsS Ipdhv A\p-`-h-s¸-Sm-dp-­v.
12. Ip«n-I-fpsS Akp-J-§Ä Fs¶ XfÀ¯m-dp-­v.
13. Hgn-hp-k-a-b-§Ä Ip«n-I-tfm-sSm¸w sNe-h-gn-¡m³ km[n-¡m-dp-­v.
14. ho«n-se-¯p-t¼mÄ Xe-th-Z\ A\p-`-h-s¸-Sm-dp-­v.
15. Adn-bm¯ taJ-e-bnÂ Adnhp k¼m-Zn-¡p-¶-Xn\v ho«p-ImÀ {]tNm-Z\w \ÂIm-dp-­v.
16. Ip«n-IÄ¡v th­{X {i²-sIm-Sp-¡m³ Ign-bmsX hcm-dp-­v.
17. ho«n-\p-ÅnÂ Aä-Ip-ä-¸-Wn-IÄ D­m-Im-dp-­v.
18. amXm-]n-Xm-¡Ä ]c-kv]cw Ie-ln-¡m-dp-­v.
19. {]`m-X-`-£Ww CjvS-s¸-Sm-dp-­v.
20. F\n¡v am\-kn-I-ambn tbmPn-¡m³ Ign-bm¯ NS-§p-IÄ ho«nÂ \S-¯m-dp-­v.
21. ho«p-ImÀ¡v th­n hyàn-]-c-amb Bh-iy-§Ä amän-sh-¡m³ \nÀ\_-Ôn-¡-s¸-Sm-dp-­v.
22. CjvS-an-Ãm¯ Imcy-§Ä sN¿m³ ho«p-ImÀ \nÀ\_-Ôn-¡m-dp-­v.
23. Ip«n-I-fpsS ]T-\-Im-cy-§-fnÂ klm-bn-¡m³ Ign-bm-dp-­v.
24. Fsâ kplr-Zv\_-Ô-§-fnÂ ho«p-ImÀ AXr]vXn {]I-Sn-¸n-¡m-dp-­v.
25. ho«p-Im-cy-§Ä aqew A²ym-]-\-¯n\v ap³Iq«n X¿m-sd-Sp-¡m³ Ign-bmsX hcm-dp-­v.
26. Ip«n-IÄ¡v IrXyka-b¯v `£Ww sImSp-¡m³ Ign-bmsX hcm-dp-­v.
27. IrXy-k-a-b¯pw Bh-iy-¯n\pw Dd-§m³ km[n-¡m-dp-­v.
28. IpSpw-\_-t¯m-sSm¸w bm{X sN¿m³ \_p²n-ap-«p-­m-Ip-t¼mÄ \ncmi tXm¶m-dp-­v.
29. Ip«n-I-fp-sam-¶n¨v hnt\m-Z-bm-{X¡v t]mIm³ km[n-¡m-dp-­v.
30. ho«p-ImÀ At\ym\yw Ipä-s¸-Sp-¯m-dp-­v.
31. F\n¡v AkpJ-§Ä h¶mÂ ho«n-ep-Å-hÀ \nÊm-c-ambn ImWm-dp-­v.
32. \_p²n-ap-«pÅ ho«p-tPm-en-IÄ sNbvXp XoÀ¯mepw ho«p-ImÀ AXr]vXn {]I-Sn-¸n-¡m-dp-­v.
33. amXm-]n-Xm-¡-fpsS kao-]\w kuay-amb coXn-bn-em-Wv.
34. ho«nÂ Ip«n-IÄ [n¡m-c-]qÀÆw s]cp-am-dm-dp­v.
35. Fsâ CjvS-§sf ho«pImÀ Ah-K-Wn-¡m-dp-­v.
36. Ip«n-I-fpsS kwi-b-§Ä¡v aXn-bmb D¯cw \ÂIm³ Ign-bm-dp-­v.
37. GIm-{K-X-tbm-Sp-IqSn sNbvXp-XoÀt¡­ HutZym-KnI tPmen-IÄ¡n-S-bnÂ ho«p-Im-cy-§Ä {i²n-¡m³ Ign-bm-dp-­v.
38. amXm-]n-Xm-¡-fpsS CjvSm-\p-k-c-W-a-ÃmsX {]hÀ¯n-¡m-dp-­v.
39. Fsâ hkv{X-[m-c-W-coXn ho«p-Im-cnÂ FXnÀ¸p-f-hm-¡m-dp-­v.
40. Ip«n-I-fpsS hnZym-e-b-§-fnse c£m-IÀXr-tbm-K-§-fnÂ ]s¦-Sp-¡m-dp-­v.
41. PohnX ]¦m-fn-bpsS DbÀ¶ hnZym-`ymk \ne-hm-c-hp-ambn s]mcp-¯-s¸-«p-t]m-Ip-¶-Xn\v \_p²n-ap-«p-­m-Im-dp-­v.
42. ho«nÂ Fsâ ioe-§Ä amän-sh-t¡­ kµÀ`-§Ä D­m-Im-dp-­v.
43. amXm-]n-Xm-¡Ä¡v Btcm-Ky-{]-iv\-§-fp-­m-Im-dp-­v.
44. Ip«n-IÄ aäp-Å-hsc tZtlm-]-{Z-h-taÂ¸n-¡m-dp-­v.
45. ho«p-sN-e-hp-I-sf-¡p-dn¨v NÀ¨ sN¿p-t¼mÄ ho«p-ImÀ Bß-\n-b-{´-W-an-ÃmsX kwkm-cn-¡m-dp-­v.
46. ho«nÂ Sn.-hn. ImWp-t¼mÄ Nm\Â amäp-¶-Xns\ sNmÃn hg-¡p-IÄ D­m-Im-dp-­v.
47. Ip«n-IÄ Krl-]m-T-§Ä sN¿m³ aSn-Im-Wn-¡m-dp-­v.
48. ho«nse AwK-§-tfm-tcm-cp-¯cpw kz´w XmÂ¸-cy-§Ä¡v ap³Xq¡w \ÂIm-dp-­v.
49. Ip«n-IÄ Ah-cpsS Imcy-§Ä kz´-ambn sN¿m³ aSn ImWn-¡m-dp-­v.
50. ho«nÂ {]tXyI cmjv{Sob ]mÀ«n-I-tfmSv AanX XmÂ]cyw {]I-Sn-¸n-¡p-¶-h-cp-­v.
51. F\n¡v ]pXnb hkv{X-§Ä FSp¡p¶-XnÂ ho«p-ImÀ¡v hntbm-Pn-¸p-­v.
52. amXm-]n-Xm-¡-tfmSv kuay-ambn CS-s]-Sm³ Ign-bm-dp-­v.
53. ho«nÂ Ip«n-IÄ ]T-\-km-a-{Kn-IÄ hen¨p hmcn-bn-Sm-dp-­v.
54. IqSp-XÂ i¼-f-apÅ atä-sX-¦nepw tPmen sXc-sª-Sp-¡m³ ho«p-ImÀ k½À²w sNep-¯m-dp-­v.
55. ho«p-ImÀ¡v Aku-I-cy-ap-­m-¡p¶ hn[-¯nÂ Ip«n-IÄ \_lfw shbv¡m-dp-­v.
56. Hgn-hp-k-abw amXm-]n-Xm-¡-tfm-sSm¸w sNe-h-gn-¡m-dp-­v.
57. ho«nÂ aZy-]n¨v hg-¡p-­m-¡p-¶-h-cp-­v.
58. ho«nse D¯-c-hm-Zn-¯-§Ä ImcWw IrXy-k-a-b¯v ]pd-s¸-Sm³ Ign-bmsX hcm-dp-­v.
59. Ip«n-IÄ cmhnse t\cw sshIn-bmWv Fgp-t¶Â¡m-dp-Å-Xv.
60. Hgn-hp-k-abw amXm-]n-Xm-¡-tfm-sSm¸w sNe-h-gn-¡m-dp-­v.
61. ho«p-ImÀ hnizm-k-§-fp-ambn \_Ô-s¸«v \oXn-]qÀÆ-a-Ãm-¯Xpw bpàn¡v \nc-¡m-¯-Xp-ambn Xocp-am-\-§Ä FSp-¡m-dp-­v.
62. CjvSm-\p-k-cWw {]mY-anI IÀ½-§Ä \nÀÆln-¡p-¶-Xn\v \_m¯vdq-ap-IÄ e`y-am-ImsX hcm-dp-­v.
63. ho«p-tPmen F\n¡v ck-I-c-am-Wv.