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“THE STIMULUS STRATEGIES IMPACT ON TEACHING LEARNING PROCESS IN SECONDARY SCHOOLS”

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ABSTRACT

Education is a social activity. It is ultimately related with intellectual; emotional, cultural, economic and social life of human race. Education enables the individuals to seek new ideas and new ways of life. Education fashions and models the individuals as a useful social being. It promotes man's intelligence and ensures his progress.

The stimulus of pupils is one of the most important factors in teaching without it, there can be no learning with it, we cannot prevent pupils from learning. Believe in a push - buttonage which comfort has a terrific appeal, but there is no easy road learning. The teacher can increase both of the child's learning by appealing to the motives the child brings with him into the classroom.

After preparation of the questionnaire with 78 items, it was administered to 90 teachers working in secondary school of Etcherla Mandalam. The variables such as sex, qualification, designation, experience, locality of the school & a management were given due consideration. The researcher wanted round a number of secondary school of both urban and rural areas to administer the questionnaire personally. The researcher received only 100 questionnaires, of these questionnaires received, some are not duly filled in and some are defective so the researcher eliminated the 10 defective questionnaires and took only 90 questionnaires which are fool - proof for the present investigation.

On the basis of analysis and interpretation of results, the findings are arrived at and conclusions are drawn by the researcher. From this study it is understood that the stimulus strategies impact on teaching learning process in secondary schools.

KEY WORDS: Stimulus, Teaching Learning Process, Acquire stimulus, Environment.

INTRODUCTION:

The term "Education" is commonly equated with instruction which indicate only a limited and narrow instruction the term. Several great philosophers starting from Socrates and Plato down to Dewey and Gandhiji have attempted to answer the question "What is education" But it has been found that it does not lend itself to any authoritative and decent definitions. Life and education are individual and they go hand in hand meaning a purposes are the same for education as for life. Education should make people fit to like and fit to live with. Education is what remains when everything learnt at school has been forgotten.

"Education is a social activity. It is ultimately related with intellectual; emotional, cultural, economic and social life of human race. Education enables the individuals to seek new ideas and new ways of life. Education fashions and models the individuals as a useful social being. It promotes man's intelligence and ensures his progress". The school aims at a comprehensive programme for physical, intellectual, moral, religious, cultural, aesthetic, social, vocational, domestic and recreational development of the children and to bring about their all-round development.

Teaching - Learning Process:

Formal Teaching is done in the schools the main focus of teaching is to facilitate learning. Where there is teaching, learning must be there. Teaching activities are designed to produce change in the behaviour of the learners. Therefore, a new concept of teaching-learning has emerged out in the field of education. The concept of teaching is complete without learning.

Place of Stimulus Strategies in the Teaching -Learning Process:

Successful teaching is not process not does it and with the teachers going into the classroom and carrying out after the ball has gone. Teaching involves much more than what a beginning teacher would have us believe. It stretches beyond the classroom and the course book successful teaching is based on certain broad principles such as the principles of aim, activity, living with actual life and other subject planning, or motivation, sympathy, flexibility and co-operation, diagnostic and remedial teaching loading a head and creativity.

Interest is the petrol that drives the mental engine. Child is the most important part of the educational triangle. Study the child other than the book is the slogan of the present day education. The study of child requires of a study of his inborn qualities which go by the name of inner drive, instructs in those things which are connected with their natural urges or activity. For instance, a young girl may not like interest in sewing and stitching but if asked to stitch the address of a doll, she would be found ready to do so. The person is simple. She has been motivated by the doll".

The desirable change in learners' behaviour is possible only when the students' behaviour are properly motivated and reinforced. The teaching activities are advanced by the techniques of motivation. Motivation organizes and accelerates the behaviour of the learner. The teaching objects by complying the appropriate techniques of stimulus. He has to perform two major activities for this purpose.

The stimulus are of various types and they can be classified in the following categories.

- Innate stimulus: An individual will bring these motives from his birth. They are biological as well as physical e.g. hunger, thirst sleep etc.
- Psychological stimulus: these motives are concerned with emotions of an individual e.g., fear, anger, loves, pained pleasure etc.,
- Acquired stimulus: These are acquired from environment e.g., interest habit, groupism etc.
- Social stimulus: These are attained from social values, ideas, norms, etc., self-security, exhibition, curiosity etc.
- Artificial stimulus: These motives are supplementary of natural motives e.g., punish, raise, co-operated. Children learn because they are motivated to learn. They act because they are persuaded to act in order to satisfy their basic needs and attain the desired goals. Interest is the central factor in learning and motivation is related to this factor.

Different Stimulus Techniques:

➤ Use the principles of pleasure and pain:

The oldest theory of behaviour holds that pleasant experiences which give satisfaction are sought and painful experiences are avoided by the organism. This theory has direct implication in class room teaching learning in the sense that teacher must provide pleasant and satisfying students for further learning

➤ Use Rewards and Punishments:

The teacher must occasionally administer reward and punishment in his classroom teaching. Rewards create interest in the students they are motivated to get the reward. The teacher must use punishment very sparingly because punishment creates behaviour troubles. Reward has a positive effect in motivating children for learning the teacher must remain cautious that the reward should not become an end in itself; but it should create learning design in learner. Recent studies conducted on reward have proven that reward in the form of grades tends to encourage conformity and inhibit creativity in the learners. The teacher must see that reward for learning should be engineered that offer serving their introducing role they should lead learner to independent learning beyond that class room situation.

➤ Level of aspiration:

It means the level of performance to which one aspires for future the teacher must see that the activity of the class is tutored in accordance with the aspiration level of students. The teacher should design the level of different of class room task. Keeping into consideration that level of aspiration of the class. According to Berov (1956) level of aspiration depends on several factors like intelligence, socioeconomic status, potential relations and experience from children. The teacher should organize activity in such a way student should keep striving and given a promise of goal attainment. The students should be encouraged to participate in learning activity in the class. The student's active participation is very essential to arouse their interest in learning.

➤ Use Praise and Blame:

It is human nature that everyone wants some praise for his achievement. An experiment was conducted by Horlock. To study the effect of praise and blame on children. She found that praise is more effective than blame for motivating children. Praise and blame have different effects on individual students. Some students may be praised for minor achievement because of their limited abilities but others may be motivated by praise for most worthy accomplishment related to their high ability. Praise can be used in many ways like a hint of teacher smile, a good look, and verbal praise etc. the teacher should be cautious while using praise in classroom.

➤ Child Centered Approach:

It is the child who has to learn. The teacher only helps with to learn. Therefore, what the child has to learn, the teacher is only to help him in learning that, But what child has to learn should be judged according to that ability, interest, capacity and previous experience should always be assigned, according to the needs, interests and abilities of the child.

➤ Linking the Now Learning with the past:

Experience is great teacher what has been learned or experienced in the past proves a good base for the present learning. The assigned task seems to be interesting, easy, and within the capacity of an individual, if it properly related with the past experience.

➤ Use of effective methods, aids and devices in teaching:

Whatever the subject matter may be, a good teacher with his art of teaching can stimulate the students of learning. The use of audio-visual aids and the service rendered by museum library, visit of place etc. Directly helps the teacher motivating his students.

➤ Knowledge of the result and Progress:

Every learner wishes to know the result of his learning. Ignorance of the results provides sufficient feedback the learner it does not only acquits him with success or failure but makes him able to plan his further attempts in learning towards specific goals. The proper critical evaluation of the pupils work in terms of specific defects errors and good points etc., provides an affective incentive for the desirable important.

➤ **Competition and Co-operation:**

Competition indicates the desire excel others. In the field of education this spirit can be as powerful motivating force. Competition may take this one of the two forms. Competition against another person or the or on one's own record. In the former form of the competition, there lies a danger of developing an undesirable habit in the Individual as he may resort to unfair means for excelling others. The group competition may birth to better criticism, rivalry entity and conflicts. For removing these bad effects, the remedy is often suggested in the form of competition on. Co-operation an competition on used in combination in this process the members of group. Cooperate with one others while the group corporate with the other groups.

➤ **Appropriate Learning situation and Environment:**

A. well-equipped healthy class room environment proves a motivating force. The suitability of school building, the seating arrangement and other physical facilities like a good laboratory, a library cum- reading room, the school museum, the school literacy club, the school social studies club etc influence and motivate the learning behaviour of the child.

SIGNIFICANCE OF THE STUDY:

The stimulus of pupils is one of the most important factors in teaching without it, there can be no learning with it, we cannot prevent pupils from learning. Believe in a push - battonage which comfort has a terrific appeal, but there is no easy road learning. The teacher can increase both of the Childs learning by appealing to the motives the child brings with him into the classroom.

Teaching is like lighting a five the speak between the child and the learning process to be provided by the teacher one. The speak in provided, the fore will definity follow difficulties will be overcome boredom will evaluate, ready- to- be through with the problem attitude will develop. In short learning process is facilitated. Thus stimulus strategies plays any important role in the teaching learning process

Some of the important stimulus teachings may be states as follows:

1. Use of the principles of pleasure and pain.
2. Use of reward and punishment
3. Level of aspiration.
4. Use of praise and blame
5. Adoption of the child centered approach
6. Use of effective method, aids and device in teaching
7. Knowledge of the result and progress
8. Competition an co-opposition
9. Appropriate learning situation and environment
10. Novelty.

Such methods as use of teaching aids, use of praise and reproof, museum and laboratory, library and co-curricular attitude motivate the pupils to learn and help teacher to acquire a should knowledge of different motivational techniques and their relative importance, then is a derive need to reseacher some of the importance motivational techniques which can be used in the class room for the success of the teaching - learning process. Hence, the need for the present piece of research.

OBJECTIVES OF THE STUDY:

The specific objectives of the present investigation are

1. To study the importance of teaching aids as stimulus devices.
2. To study the impact of praise and reproof and teaching learning process.
3. To study the effect of museum and laboratory on teaching -learning press.
4. To study the importance of library as a stimulus strategies in the teaching - learning process
5. To study the impact of co-curriculum activities on the teaching - learning process.

HYPOTHESIS OF THE STUDY:

1. There is no significance of teaching aids as stimulus devices.
2. There is no significance of praise and reproof and teaching learning process.
3. There is no significance of effect of museum and laboratory on teaching - learning process.
4. There is no significance of importance of library as stimulus strategies in the teaching - learning process
5. To study the impact of co-curriculum activities on the teaching -learning process.
6. These will be no significant difference between rural & urban & tribal area of high school teachers regarding their stimulus strategies.

REVIEW OF RELATED LITERATURE OF THE STUDY:

The review of literature indicates the clear picture of the problem to be solved reviewing the literature of the field can develop the scholarship in the field.

Ahlowalia; "A study of factors affecting achievement motivation, Ph.D, Psy, Agra University 1985.

Objectives:

1. To study the effect of age birth - order academic performance parents education, parents, occupation and parents economic status separately an achievement motivation.
2. To study the effect of sex on achievement motivation
3. To study the effect of rural - urban up bringing six of the family and dependency separately on achievement motivation.

Methodology:

The study was conducted on sample of 200 teachers 200 women teachers; 200 male teachers. Both are academic performance

The effected at sex on achievement motivation. Findings:

1. Sex of the child had no effect on achievement motivation
2. Age was significantly and positively related to achievement motivation
3. Achievement motivation was not affected by birth order.
4. Academic performance was positively and significantly related with achievement motivation.

Venkatsewara Rao. K., "A critical study on the use of motivational material teaching mathematics at secondary school level".

Objectives: The investigate or followed the normative survey method.

1. The tool used in this investigation was questionnaire
2. It was conducted through collecting the opinions of mathematic teachers regarding the use of motivational material in teaching mathematic.
3. Keeping in view the findings of the related investigated of felt needs of the teachers the investigation or fixed

Methodology:

1. There is no difference of opinion between B.Ed, Assistance and secondary. Teachers regarding the use of motivational material in teaching mathematics.
2. There is no difference of opinion among teachers from local busy schools an teachers from private schools on the use f motivational material in teaching mathematics.

Findings:

1. Students participation should be insisted in preparing teaching aids.
2. Very school should build up libraries and laboratories
3. Each school should maintain a club.

METHODOLOGY OF THE STUDY:

Research methodology is the description, explanation and justification of various methods conducting research. It may be understood as a science of studying how research is done scientifically. In this research study the various study that are generally adopted by a research in studying the research problem along with the logic behind them.

Problem of the Study:

“The stimulus strategies impact on teaching learning process in secondary schools of Etcherla Mandalam - A Study”.

Administration of the tool:

After preparation of the questionnaire with 78 items, it was administered to 90 teachers working in secondary school of Etcherla Mandalam. While selecting the sample, the technique of stratified random sampling are adopted. The variables such as sex, qualification, designation experience, locality of the school & a management were given due consideration.

The researcher want round a number of secondary school of both urban and rural areas of administer the questionnaire personally. In some cases, the researcher mailed the questionnaire. The researcher received only 100 questionnaire, of these questionnaire received, some are not duly filled in and some are defective so the researcher eliminated the 10 defective questionnaires and tool only 90 questionnaires which are fool - proof for the present investigation.

Construction of the Tools:

The general objective of the present research is to make a study of the stimulus strategies of their impact on teaching -learning process in secondary schools of Etcherla Mandalam. In order to collect the data for the study, the researcher adopted the questionnaire method. The topic 18 divided into five areas for the collection of the data, which are detailed below.

- Area –I : Importance of teaching aids on motivational devices.
- Area – II : Impact of pries and rewards, punishment on the teaching learning process.
- Area – III : The rote of museum and library in motivation.
- Area – IV : Impact of school environment in motivational devices.
- Area - V : Impact of co- curricular activities on the teaching - learning process.

The areas wise details of the number of items included in the questionnaire is given in the following table

Table 1
SHOWING AREA WISE ITEMS

Area	Name of the are	No of items
1.	Importance of teaching aids as stimulus strategies	16
2.	Impact of pries rewards, punishments on the teaching - learning process	16
3.	The role of museum and laboratory in stimulus	10
4.	Impact of school environmental in stimulus strategies	18
5.	Impact of co - curricular activities on the teaching learning process	18
	Total	78

The **VARIABLE** wise details of the questionnaires taken up for the study are presented in the following table.

Table 2
Number of questionnaire forms received for the final analysis variables wise

S.No	Name of the Variable	Category	Number	Total
1.	Gender	Male	56	90
		Female	34	
2	Qualification	Graduate	41	90
		Post Graduate	49	
3.	Designation	Head Master	4	90
		Head Mistress	4	
		B.Ed. Asst	78	
		Second Grade Asst	4	
4.	Experience	Upto 5 Years	20	90
		Above 5 Years	70	
5.	Management	Government	24	90
		Private	16	
		Aided	4	
		MPL	9	
		ZP	37	
6.	Locality	Urban	25	90
		Rural	65	

Comparison 1:

Table 3 showing the Mean, Standard Deviation. and 't' values of male and female teachers towards the Investigation into the stimulus strategies impact on teaching learning process in Secondary Schools of Etcherla Mandalam.

Table 3

Area	Gender	N	Mean	SD	t-value
Teaching aids	Male	56	42.27	2.55	0.66 ^{NS}
	Female	34	42.00	2.79	
Praise, rewards, punishments	Male	56	40.96	4.72	0.90 ^{NS}
	Female	34	40.29	4.85	
Museum and library	Male	56	29.23	1.33	1.07 ^{NS}
	Female	34	28.97	1.95	
School environmental	Male	56	46.83	2.73	2.18*
	Female	34	45.85	3.21	
Co - curricular activity	Male	56	47.06	3.71	1.83 ^{NS}
	Female	34	45.99	4.01	

NS: Not Significant and *Significant at 0.05 level

Table 3 showing the mean scores of male teachers with respect to teaching aids (42.27) is slightly higher than the mean score of female teachers (42.00). The 't'-value is found to be 0.66 which is not significant. This shows that there is no significant difference between male and female teachers with respect to teaching aids. Hence, the null hypothesis is accepted.

With regard to Praise rewards, punishments, the mean scores of male teachers (40.96) is slightly higher than the mean score of female Teachers (40.29). The 't'-value is found to be 0.90 which is not significant. This shows that there is no significant difference between male and female teachers with respect to Praise rewards, punishments. Hence, the null hypothesis is accepted.

With regard to Museum and library, the mean scores of male teachers (29.23) is slightly higher than the mean score of female teachers (28.97). The 't'-value is found to be 1.07 which is not significant. This shows that there is no significant difference between male and female teachers with respect to Museum and library. Hence, the null hypothesis is accepted.

With regard to School environmental, the mean scores of male teachers (46.83) is slightly higher than the mean score of female teachers (45.85). The 't'-value is found to be 2.18 which is significant at 0.05 level. This shows that there is a significant difference between male and female teachers with respect to School environmental. Hence, the null hypothesis is rejected.

With regard to Co-curricular activity, the mean scores of male teachers (47.06) is slightly higher than the mean score of female teachers (45.99). The 't'-value is found to be 1.83 which is not significant. This shows that there is no significant difference between male and female teachers with respect to Co-curricular activity. Hence, the null hypothesis is accepted.

Comparison 2:

Table 4 showing the Mean, Standard Deviation and T values of Graduate and Post-Graduate teachers towards the Investigation into the stimulus strategies impact on teaching learning process in Secondary Schools of Etcherla Mandalam.

Table 4

Area	Qualification	N	Mean	SD.	t-value
Teaching aids	Graduate	82	42.51	2.53	1.62 ^{NS}
	Post Graduate	98	41.88	2.70	
Praise, rewards, punishments	Graduate	82	41.07	4.78	0.95 ^{NS}
	Post Graduate	98	40.40	4.76	
Museum and library	Graduate	82	29.21	1.39.	0.57 ^{NS}
	Post Graduate	98	29.07	1.74	
School environmental	Graduate	82	46.67	2.85	0.87 ^{NS}
	Post Graduate	98	46.29	3.04	
Co – curricular activity	Graduate	82	47.02	3.65	1.18 ^{NS}
	Post Graduate	98	46.35	4.00	

NS: Not Significant

Table 4 showing the mean scores of Graduate teachers with respect to teaching aids (42.51) is slightly higher than the mean score of Post Graduate teachers (41.88). The 't'-value is found to be 1.62 which is not significant. This shows that there is no significant difference between Graduate and Post Graduate teachers with respect to teaching aids. Hence, the null hypothesis is accepted.

With regard to Praise rewards, punishments, the mean scores of Graduate teachers (41.07) is slightly higher than the mean score of Post Graduate teachers (40.40). The 't'-value is found to be 0.95 which is not significant. This shows that there is no significant difference between Graduate and Post Graduate teachers with respect to Praise rewards, punishments. Hence, the null hypothesis is accepted.

With regard to Museum and library, the mean scores of Graduate teachers (29.21) is slightly higher than the mean score of Post Graduate teachers (29.07). The 't'-value is found to be 0.57 which is not significant. This shows that there is no significant difference between Graduate and Post Graduate teachers with respect to Museum and library. Hence, the null hypothesis is accepted.

With regard to School environmental, the mean scores of Graduate teachers (46.67) is slightly higher than the mean score of Post Graduate teachers (46.29). The 't'-value is found to be 0.87 which is not significant. This shows that there is no significant difference between Graduate and Post Graduate teachers with respect to School environmental. Hence, the null hypothesis is accepted.

With regard to Co-curricular activity, the mean scores of Graduate teachers (47.02) is slightly higher than the mean score of Post Graduate teachers (46.35). The 't'-value is found to be 1.18 which is not significant. This shows that there is no significant difference between Graduate and Post Graduate teachers with respect to Co-curricular activity. Hence, the null hypothesis is accepted.

Comparison 3:

Table 5 showing T values of up to 5 years and above 5 years' experience teachers towards the Investigation into the stimulus strategies impact on teaching learning process in Secondary Schools of Etcherla Mandalam.

Table 5

Area	Experience	N	Mean	SD	t-value
Teaching aids	Upto 5 Years	40	41.65	2.74	1.41 ^{NS}
	Above 5 Years	140	42.31	2.60	
Praise, rewards, punishments	Upto 5 Years	40	40.15	4.55	0.83 ^{NS}
	Above 5 Years	140	40.86	4.83	
Museum and library	Upto 5 Years	40	29.05	1.75	0.37 ^{NS}
	Above 5 Years	140	29.16	1.55	
School environmental	Upto 5 Years	40	45.48	3.52	2.43*
	Above 5 Years	140	46.74	2.72	
Co - curricular activity	Upto 5 Years	40	45.75	3.80	1.70 ^{NS}
	Above 5 Years	140	46.91	3.84	

NS: Not Significant and *Significant at 0.05 level

Table 5 showing the mean scores of Above 5 Years' Experience teachers with respect to teaching aids (42.31) is faintly higher than the mean score of Up to 5 Years' Experience teachers (41.65). The 't'-value is found to be 1.41 which is not significant. This shows that there is no significant difference between Above 5 years and Up to 5 Years teaching experience teachers with respect to teaching aids. Hence, the null hypothesis is accepted.

With regard to Praise rewards, punishments, the mean scores of Above 5 Years' experience teachers (40.86) is slightly higher than the mean score of Up to 5 Years' Experience teachers (40.15). The 't'-value is found to be 0.83 which is not significant. This shows that there is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Praise rewards, punishments. Hence, the null hypothesis is accepted.

With regard to Museum and library, the mean scores of Above 5 Years' Experience teachers (29.16) is slightly higher than the mean score of Up to 5 Years' Experience teachers (29.05). The 't'-value is found to be 0.37 which is not significant. This shows that there is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Museum and library. Hence, the null hypothesis is accepted.

With regard to School environmental, the mean scores of Above 5 Years' experience teachers (46.74) is higher than the mean score of Up to 5 Years' Experience teachers (45.48). The 't'-value is found to be 2.43 which is significant at 0.05 level. This shows that there is a significant difference between above 5 Years' Experience teachers and Up to 5 Years' Experience teachers with respect to School environmental. Hence, the null hypothesis is rejected.

With regard to Co-curricular activity, the mean scores of Above 5 Years' Experience teachers (46.91) is slightly higher than the mean score of Up to 5 Years' Experience teachers (45.75). The 't'-value is found to be 0.70 which is not significant. This shows that there is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Co-curricular activity. Hence, the null hypothesis is accepted.

FINDINGS OF THE STUDY:

1. There is no significant difference between male and female teachers with respect to teaching aids.
2. There is no significant difference between male and female teachers with respect to Praise rewards, punishments.
3. There is no significant difference between male and female teachers with respect to Museum and library.
4. There is a significant difference between male and female teachers with respect to School environmental.
5. There is no significant difference between male and female teachers with respect to Co-curricular activity.
6. There is no significant difference between Graduate and Post Graduate teachers with respect to teaching aids.
7. There is no significant difference between Graduate and Post Graduate teachers with respect to Praise rewards, punishments.
8. There is no significant difference between Graduate and Post Graduate teachers with respect to Museum and library.
9. There is no significant difference between Graduate and Post Graduate teachers with respect to School environmental.
10. There is no significant difference between Graduate and Post Graduate teachers with respect to Co-curricular activity.
11. There is no significant difference between Above 5 years and Up to 5 Years teaching experience teachers with respect to teaching aids.
12. There is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Praise rewards, punishments.
13. There is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Museum and library.

14. There is a significant difference between above 5 Years' Experience teachers and Up to 5 Years' Experience teachers with respect to School environmental.
15. There is no significant difference between Above 5 Years and Up to 5 Years' experience teachers with respect to Co-curricular activity.

CONCLUSIONS OF THE STUDY:

This study expressed most favourable to teaching aids economic time, the teacher lacks skill in the use of teaching aids, teaching aids make learning more interesting, motivation is an effective incentive for the desirable advancement, the school is provided with a laboratory attender, the school is provided with a museum – keeper, excursions are organized in the school, and also the teachers require a lot of patience to organize excursions.

Limitation of Study:

The present piece of research is limited only to the study of certain stimulus strategies impact on teaching learning process. Only five motivational techniques are included in the study which are Teaching aids, Praise and reproof, Museum and laboratory, Library, and also Co-curricular activities

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