

DAYDREAMING AMONG B.ED GIRL STUDENTS IN THENI DISTRICT

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Abstract

Emotions can be related to goal outcomes (Dyer, 1983; Wiener, 1982; Abalone, 1981): generally speaking, a goal success results in a positive emotion while a goal failure results in a negative emotion. In Daydreaming, emotions activate control goals which result in daydreaming.

In classroom, if a student is not interested in the subject, they might start daydreaming, because it gives the solution to the temporary problem. After the Daydreaming the Daydreamer returns to the previous position. Especially the B.Ed. girl students take much interest in the daydreaming.

Keeping this in view, the study was attempted to analyze the daydreaming of B.Ed. girl students in Theni district. The methodology adopted in the study was - Design: Descriptive, Method: Normative, and Technique: Survey the sample was 275 B.Ed. girl students in Theni district. The independent variables were Subject, Parent's Occupation, Economic Status, Residence and Time Passing. The dependent variable of the study was Daydreaming. Parent's Occupation of the sample involved in the study influenced to a greater extent in the daydreaming of B.Ed. girl students.

The educational institutions especially the government should take appropriate steps for conducting life oriented courses, programmes, seminars, conferences etc. to B.Ed. girl students. This type of studies should be undertaken among other districts population. So that a clear understanding of the prevailing conditions of daydreaming among B.Ed girl students will be vivid. These studies, no doubt, will be helpful in all angles for the policy makers, educational administrators and researchers in education.

Introduction

The study of daydreaming is interrelated with the study of emotion. The emotion may have either caused the activation of the goal or may have been activated simultaneously with the goal. Emotions can be related to goal outcomes (Dyer, 1983; Wiener, 1982; Abalone, 1981): generally speaking, a goal success results in a positive emotion while a goal failure results in a negative emotion. In Daydreaming, emotions activate control goals which result in daydreaming.

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Daydreaming the Daydreamer returns to the previous position. Especially the B.Ed. girl students take much interest in the daydreaming. Thus, there is need for the analysis of daydreaming of girl students. So in the study the investigator to find out the daydreaming among girl students in Theni district.

Terms and Definitions

Daydreaming - refers to a drastically boundary less deviant vision owned by an individual about the structure and function of this world as well as spiritual world.

B.Ed. Girl Students - refers to the girl students studying in B.Ed. Programme under Tamil Nadu Teachers' Education University.

Theni District - refers to the one of the southern district of Tamil Nadu.

Variables of the study

Dependent Variable

Daydreaming

Independent Variables

1. Subject (Literature/Other Subjects)
2. Parent's Occupation (Creative Professions/Other Professions)
3. Economic Status (Poor/Rich)
4. Residence (Day Scholar/Hosteller)
5. Time Passing (Very Difficult/Fast Running)

Objectives of the Study

1. To measure the daydreaming among B.Ed. girl students in Theni district.
2. To find out whether there is a significant difference in Daydreaming among the B.Ed. girl students in terms of the select independent variables.

Hypothesis of the Study

Each of the independent variables involved in this study exerts a significant influence on daydreaming among B.Ed. girl students in Theni district.

Methodology-in-Brief

Design: Descriptive

Method: Normative

Technique: Survey

Sample

A random sample of 275 B.Ed. girl students from eight colleges of education in Theni district due to representation given to the variable viz. Subject, Parent's Occupation, Economic Status, Residence and Time Passing.

Tools Used

1. Daydreaming inventory developed and standardized by Pathinettampadi, V., Subbulakshmi, C., and Krishnan, K. (2008).
2. General Information Sheet Structured by the Investigator.

Statistical Treatment

't' test between the means of large independent sample was employed.

Results and Discussions

Daydreaming among B.Ed. Girl Students in Theni District

The average score of Daydreaming of B.Ed. Girl students is found to be 69.46 only, while the theoretical average is 84. Hence Daydreaming of B.Ed. Girl students are found to be below the average level. It means that B.Ed. girl students are found not daydreaming extensively. In other words, they are found satisfactorily, since they are not found wasting their time by daydreaming.

Table 1: Results of test of significance of difference between the mean scores of Daydreaming among B.Ed. Girl Students in Theni District: Independent Variables - Wise

Sl. No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Subject	Literature	154	69.19	11.51	-0.450	Not Significant
		Other subjects	121	69.80	11.00		
2.	Parent's Occupation	Creative Professions	163	67.23	11.36	-4.129	Significant
		Other Professions	112	72.69	10.36		
3.	Economic Status	Poor	175	69.91	11.54	0.892	Not Significant
		Rich	100	68.67	10.80		
4.	Residence	Day scholar	125	68.71	10.93	-1.007	Not Significant
		Hosteller	150	70.08	11.55		
5.	Time Passing	Very difficult	4	68.64	9.89	-0.795	Not Significant
		Fast running	201	69.76	11.75		

Daydreaming and Subject

The calculated 't' value (-0.450) is less than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between literature and other subject B.Ed. girl students in terms of daydreaming.

Daydreaming and Parent's Occupation

The calculated 't' value (-4.129) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a significant difference between creative professions and other professions parents of B.Ed. girl students in terms of daydreaming.

Daydreaming and Economic Status

The calculated 't' value (0.892) is less than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between poor and rich B.Ed. girl students in terms of daydreaming.

Daydreaming and Residence

The calculated 't' value (-1.007) is less than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between day scholar and hostel B.Ed. girl students in terms of daydreaming.

Daydreaming and Time Passing

The calculated 't' value (-0.795) is less than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between very difficult and fast running of B.Ed. girl students in terms of daydreaming.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Daydreaming among B.Ed. Girl Students in Theni district is found low.
2. Daydreaming among B.Ed. Girl Students in Theni district is dependent upon- Parent's Occupation (Creative Professions vs Other Professions) only.
3. Daydreaming among B.Ed. Girl Students in Theni district is found independent upon -Subject, Economic Status, Residence and Time Passing.

Educational Implications

Daydreaming of B.Ed. girl students is found below the average level. It shows that B.Ed. girl students not wasting their time in the name of daydreaming. Other profession

parent's students are influenced more than creative profession parent's students in terms of daydreaming.

Daydreaming supports planning for the future. The anticipation of possible future situations allows the formation of desirable responses to those situations in advance and thus improves efficiency. By assessing the consequences of alternative courses of action in advance, daydreaming assists in decision-making. Future Daydreaming also provides a rehearsal function to increase accessibility of responses and the skill with which they can be performed.

Daydreaming supports learning from success and failures. Examination of alternative actions in a success or failure experience allows one to learn planning strategies to be remembered for use in future similar situations, moreover, it allows the ongoing reinterpretation of past experiences in light of new information or if there was insufficient time to digest an experience when it occurred.

The educational institutions especially the government should take appropriate steps for conducting life oriented courses, programmes, seminars, conferences etc. to B.Ed. girl students. This type of studies should be undertaken among other districts population. So that a clear understanding of the prevailing conditions of daydreaming among B.Ed girl students will be vivid. These studies, no doubt, will be helpful in all angles for the policy makers, educational administrators and researchers in education.

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