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About the Journal

The Journal of Teacher Education and Research (formerly Ram-Eesh Journal of Education) is the official Journal of the Ram-Eesh Institute of Education, which was established in 1999 under the Rama-Eesh Charitable Trust, New Delhi. Its first issue was published in 2004. It is a half-yearly journal. The purpose of this Journal is to foster inter cultural communication among educators and teachers nationwide; encourage transactional collaborative efforts in research and development; and promote critical understanding of teacher education problems in a global perspective. The Journal is designed to reflect balanced representation of authors from different regions of the Country.

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Editorial

When we talk about improving the education delivery system and the teacher quality, we tend to think of the countries where educational institutions are attacked. Students and their teachers are mercilessly butchered in Pakistan, Nigeria, Afghanistan, Turkey and Thailand. Afghanistan, believed to be the most hostile to education, saw 23 attacks on schools in 2012. Malala Yovsafzai who survived in Taliban attack on school bus in Swat Pakistan shifted to U.K. and in 2014 got Noble Peace Prize. Her fault was that she continued going to school despite Taliban ban on girls' education. On 16th December 2014, Taliban in Peshawar (Pakistan) did a senseless attack on school and massacred 145 students and their teachers. Teacher Afsha Ahmed 24 years was burnt alive because she refused to allow attackers to kill her students. Her last words to terrorists were you must kill me first because I will not see my students' bodies lying in front of me. She is hero of the teachers' community.

Teachers are a dedicated lot devoted as well being of their students whom they groom to make world a better place to live.

Here we present some very relevant research studies on teachers followed by some others.

Shalini Singh conducted study of relationship between personality and job satisfaction of Government Primary School Teachers of Ghaziabad. She discovered that personality does not affect job satisfaction and marital status does not affect personality. Under-graduate teachers are more satisfied with their jobs than post-graduate teachers.

Pooja Sharma and **Rekha** have investigated attitude of secondary school teachers towards teaching profession in relation to teaching competencies. Teachers of government model and private schools have positive attitude towards teacher's profession and is positively correlated to teaching competencies.

Vandana Mehra and **Gangpreet Kaur** have studied Morale among secondary school teachers of government and private secondary schools of Chandigarh, Mohali and Panchkula. Private school teachers had better teacher morale than government school teachers. Significant differences were found in city type academic stream and school type.

Manju ND investigated job stress among secondary school teachers. She found 86% teachers under average level of job stress, 10% to have low stress and 4% were found to be in high level of job stress. No significant difference was found across government, private aided and unaided private school teachers. There was no significant difference in male and female teachers as regards job stress and so was the use with very experienced teachers and the less experienced teachers.

Aradhna Sethi and **Kavita Mittal** have conducted a study to assess self-efficacy of senior secondary school teachers. They found no significant difference in self-efficacy levels of male and female teachers. However, very significant difference in self-efficacy levels of arts and science teachers, arts and commerce teachers and significant difference was observed in science and commerce teachers. It was also discovered that 56.34% of teachers had normal self-efficacy, 8.73% had low level and 34.94% of teachers had high level of self-efficacy.

Ishrat Naaz has focussed her study on teacher Education Institute Climate and professional Ethics of teacher trainees of Delhi and NCR. She found climate of one institute better than two others and professional ethics of teacher trainees was found to be average. She also

found significant difference and relationship in Teacher Education Institute Climate and professional Ethics of teacher trainees of the institutes under study.

Deepti Gupta and **Sangeeta** studied perception of trainee teachers towards class-room dynamics of in-service teachers. The results of the study show that acceptable behaviour of in-service teachers is good and non-acceptable behaviour is average.

Shelly Jain has tried to assess emotional intelligence of tribal students of Eklavya Model Residential School, Shahpur Distt Betur (MP). No significant difference was found in emotional intelligence as a whole of adolescence tribal boys and adolescent tribal girls. Also no difference was found in intrapersonal awareness and intrapersonal management of emotional intelligence of adolescent tribal boys and girls of this school.

Kumud Gaur and **Shashi Malik** have examined the relation between the academic achievement and social competence of secondary school students. They came across a significant positive relationship between academic achievement and social competence. The tests revealed that individual students with high level of social competence had significantly higher academic achievement than those having medium or low level of social competence.

Jyoti Bhalla studied academic achievement of college students in relation to their metacognition. Study found that male students differed significantly from female students in respect to their academic achievement motivation. Female students had better achievement motivation than male students. The male students significantly differed in their metacognition than female students. Female students had better metacognition. No difference was found in urban and rural college students' metacognition. Positive correlation was found between academic achievement motivation and metacognition of college students.

Anjali Gupta's study relates to environmental awareness among post-graduate students of CCS university. It was found that female P.G. students of Arts had better understanding and awareness about environmental matters than male P.G. Arts students. Male science students were found to have better awareness than female P.G. students of science. However on the whole the Arts and Science P.G. students had equal level of environmental awareness.

Shelly Jindal, Tyagi and **Khan** assessed effectiveness of English literature in inculcation of values among children also they tried to identify various values reflected in prose and poetry of standard V English text book of NCERT. Teachers' responses revealed that they put up minimal efforts in creating awareness of values. Teachers need to break the routine and do something different through all skills reading, writing, listening and speaking of English.

Rakesh Sharma studied the effect of blood group on academic achievement of secondary students in mathematics and found that secondary students belonging to the AB group are better than the secondary students belonging to A, B and O blood groups and secondary students belonging to the A blood group are better than the secondary students belonging to B and O blood groups. Secondary students belonging to B and O blood groups are similar. However this study shows that there is an effect of blood group on the academic achievement of the secondary students.

The teacher has been in the centre of practically all these researches. He actually is the centre of all educational efforts and is main character in the delivery of any educational impact worth the name. We wish other fields in the wide spectrum of educational endeavour are also visited by our research scholars.

A Study of Relationship between Personality and Job Satisfaction of Government Primary School Teachers

Shalini Singh

ABSTRACT

Primary education is the back bone of our educational system and first step towards man making. In such condition, role of teacher becomes more important because a teacher is the pivot of educational system. The present study has been conducted on male and female government primary school teachers to find out relationship between their personalities and job satisfaction level. The researcher had formulated six objectives and six hypotheses to reach the conclusion. To delimit the study, researcher has taken only 100 teachers from 16 government primary schools of district Ghaziabad. Only two personal factors (marital status and educational qualification) of personality have been taken as independent variable and job satisfaction as dependent variable. The Teacher Job Satisfaction Scale of Pramod Kumar and D.N. Mutha and Introversion–Extroversion inventory developed by Dr. P.F. Aziz and Dr. Rekha Agnihotri were used. The statistical techniques used were correlation and t-test. The researcher has reached the conclusion that personality does not affect the job satisfaction level of both male and female government primary school teachers, marital status of male and female government primary school teachers does not affect the personality. Under graduate male and female government primary school teachers are more satisfied with their job than post graduate primary teachers.

Keywords: Personality, Extrovert, Introvert, Job satisfaction, Government primary school teachers, Marital status, Educational qualification

INTRODUCTION

Twenty first century is characterised by the emergence of multiculturalism due to industrialisation, urbanisation, globalisation and disintegration in joint family system. So, it is function of education to boost up children for facing challenges of modern era. Now-a-days, primary education is a national agenda and primary education is back bone of our educational system and certainly a first step towards man making. Due to this reason primary education cannot be ignored because in absence of it future of our country can diminish in the dark of illiteracy. Universalization of primary education has been one of the major national concerns in the post-independence era of India. During last decade, access to school and retention of students in schools has remained as tremendous issue. Both issues are related with best teachers because without teachers schools have no existence in the field of preparing best students. The issue of retention of children in schools and higher learning attainment of school as well as well qualified and dedicated teachers. Role of teacher becomes more important because a teacher is the pivot of educational system. Teaching profession is such a medium

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through which an individual can be made responsible citizen of India. Teachers should also be dedicated towards their profession but in the path of dedication there are so many obstacles like less number of teachers, heavy work load, other responsibilities rather than teaching, less facilities regarding creation of environment for teaching.

Although a teacher gets job for imparting knowledge to students yet teachers are unsatisfied with their jobs due to above reasons. But job satisfaction is very necessary for a teacher because in lack of job satisfaction, a teacher cannot teach students with dedication. Singh and Singh (2013) studied influence of spiritual intelligence on teaching competence of pre service teachers and found positive effect of spirituality of teachers on their profession. Ghali V. (2005) found that teaching effectiveness and job satisfaction are positively correlated and explained for teaching effectiveness gender does not matter. Gakhar and Paul (2003) revealed that teachers working under different managements also differ in levels of job stress, job satisfaction and adjustment. Khatoon and Hasan (2000) found that personal factors of secondary school teachers influence their job satisfaction. Basu S. (2009) studied that gender and marital status both effect job satisfaction and as a result married female have more job satisfaction in teaching profession than married male. Anand (1977) revealed that job satisfaction require work role and personality variables. Sharma (2001) found that introvert female have better reasoning concepts than introvert male and extrovert male and female were good in academic achievements. Singh (2003) conducted a study on comparison of job stress among male and female teachers of higher level in relation to their personality needs and adjustment as a result he found that highly adjusted and poorly adjusted both male and female teachers had job stress to some extent and their personality needs were also correlated with job stress. To overcome above problems a teacher should have qualities of self regulation, motivation, self awareness, empathy and social skills. In the path of developing above qualities, one should know about personal factors which factors and components can affect personality of a teacher. Harrel (1964) discovered that there are following three determining factors for job satisfaction- personal factors, inherent factors and factors controlled by management. Goansalves (1989) studied primary teachers of Vasi-Taluka of state Maharashtra and found that less than 50% primary teachers were satisfied with their jobs due to problems of transfer to remote areas, election, surveys of family planning duties etc. The investigator has set up the present study to find whether personality have any relationship with job satisfaction? Does the gender effects job satisfaction? Does job satisfaction among male and female government primary school teachers has difference in relation to their marital status and educational qualification?

Definition of Key Terms

(1) Personality: According to Jones A.J. personality is consists of following: The way you look. The way you dress. The way you talk. The way you act. The skill with which you do things. Your health, here in the research personality is perceived as physical get up, behavioural skill and the status that a person has in the society. According to Jung on the basis of expression personality is of two types:

(2) Extrovert: Extroversion is characteristic of individuals who have more interest in outside social activities. That means, a person possessing personality type informal, materialistic

approach, much social, talkative, fast decision make, more practical attitude towards life and lives in present.

(3) Introvert: Introversion is characteristic of individuals who have interest only in their own thoughts and feeling rather than the world. That means a person possessing personality type formal, idealistic less social, lonely slow decision maker, lie in thought of fantasy.

(4) Job satisfaction: According to international dictionary of education, “Job satisfaction is extent to which person is pleased or satisfied by the contents and environment of his /her work.”The traditional meaning of job satisfaction is job promotion prospects and nature of supervision and includes many other personality and personal factors of teachers to get the state of satisfactions towards their job, attitudes of a person towards his job. Here in the research job satisfaction is conceived as the way a person feels about his job.

(5) Government primary school teachers: Male and female teachers who are teaching in schools under taken by the state government of Uttar Pradesh having classes 1 to 5 are considered as Government primary school teachers.

(6) Marital status: The male and female government primary school teachers, whether they are married or unmarried is termed as marital status.

(7) Educational qualification: The male and female primary government school teachers, whether they are post graduate or under graduate, are termed as educational qualification.

Statement of the problem

By reviewing related literature, the researcher has reached on the conclusion that the problem of job satisfaction is current and it affects the personality of male and female government primary school teachers.

Objectives of the Study

To find out the relationship between personality and job satisfaction of government primary school teachers. The following objectives were formulated for the present study:

1. To find out the relationship between personality and job satisfaction of male government primary school teachers.
2. To find out the relationship between personality and job satisfaction of female government primary school teachers.
3. To find out the job satisfaction of male government primary school teachers in relation to their marital status.
4. To find out the job satisfaction of female government primary school teachers in relation to their marital status.
5. To find out the job satisfaction of male government primary school teachers in relation to their educational qualification.
6. To find out the job satisfaction of female government primary school teachers in relation to their educational qualification.

Hypotheses of the Study

The following Null hypotheses were formulated for the present study:

1. There is no significant relationship between personality and job satisfaction of male government primary school teachers.
2. There is no significant relationship between personality and job satisfaction of female government primary school teachers.
3. There is no significant difference in the job satisfaction of male government primary school teachers in relation to their marital status.
4. There is no significant difference in the job satisfaction of female government primary school teachers in relation to their marital status.
5. There is no significant difference in the job satisfaction of male government primary school teachers in relation to their educational qualification.
6. There is no significant difference in the job satisfaction of female government primary school teachers in relation to their marital status.

Research Methodology

Descriptive survey method has been used to conduct the present study. Two variables personality and job satisfaction have been considered, personality as independent variable and job satisfaction as dependent Variable.

Variables: Data items which may change their values.

Independent: Personality and personal factors.

Dependent: Job satisfaction

Population: All the teachers of government primary schools of Uttar Pradesh have been taken as population.

Sample and Sampling Technique

Total 100 (50 male and 50 female) teachers of government primary schools of Ghaziabad district has been taken as sample. A total of 16 schools were selected by using lottery method and 100 teachers are selected through random sampling technique.

Tools used

1. Teachers' job satisfaction scale constructed by Pramod Kumar and D.N. Mutha was used. The questionnaire had 29 items in all. Each item should be given a score '1' for each positive response except the 2 items, that is, '1' for negative response. The split half and test retest reliability of the test is 0.95 ($N = 100$) and 0.73 ($N = 60$) and index of reliability is 0.97 and 0.85 respectively.
2. Personality inventory (Introversion–Extroversion Inventory constructed by Dr. P.F. Aziz and Dr. Rekha Agnihotri was used. The inventory had 60 items in all. Each item was based on score obtained = No. of Correct responses - No. of Incorrect Responses.

Statistical techniques used

Correlation coefficients by Pearson's product moment method and *t*-test have been used to analyse the data.

Result and Discussion

To test the Null hypotheses 1 and 2 correlation coefficient and 3, 4, 5 and 6, *t*-test have been applied.

H (1): 'There is no significant relationship between personality and job satisfaction of male government primary school teachers'.

Table 1: Showing relationship between personality and job satisfaction of male government primary school teachers

Sample size	d.f.	Calculated <i>R</i>	Testing 0.05 level	Significance 0.01 level	Result 0.05 level	Result 0.01 level
16	14	0.125	0.497	0.623	Not significant	Not significant

(Calculated value of $r = 0.125$. Standard value of r at 0.05 and 0.01, level are 0.497 and 0.623, respectively)

Table 1 shows that calculated value of r is not significant at both levels so the null hypothesis is accepted. It means there is no significant relationship between personality and job satisfaction of male government primary school teachers. Thus it clearly shows that personality of male government school teachers does not affect the job satisfaction.

H (2): 'There is no significant relationship between personality and job satisfaction of female government primary school teachers'.

Table 2: showing relationship between personality and job satisfaction of female government primary school teachers

Sample size	d.f.	Calculated <i>R</i>	Testing 0.05 level	Significance 0.01 level	Result 0.05 level	Result 0.01 level
14	12	0.284	0.532	0.661	Not Significant	Not Significant

(Calculated value of $r = 0.284$. Standard value of R at 0.05 and 0.01, level are 0.532 and 0.661, respectively)

Table 2 shows that calculated value of r is not significant at both levels so the null hypothesis is accepted. It means there is no significant relationship between personality and job satisfaction of female government primary school teachers. Thus it clearly shows that personality of male government school teachers does not affect the job satisfaction.

H (3): 'There is no significant difference in the job satisfaction of male primary government school teachers in relation to their marital-status'.

Table 3: Showing difference between job satisfactions of unmarried and married male government primary school teachers

Status	<i>M</i>	S.D.	d.f.	<i>T</i>
Unmarried	23.06	3.41	48	2.039*
Married	7.78	4.71		

* Significant at 0.05 level

Table value of *t* at 0.05 level = 1.96 and standard value of *r* at 0.01 level = 2.59

Table 3 shows that calculated *t* value is more than the standard value at 0.05 level and less than 0.01 level so the hypothesis is rejected at 0.05 level and accepted at 0.01 level. Thus it clearly shows that there is no significant difference in the job satisfaction of unmarried and married male government primary school teacher exists at 0.01 level, while at 0.05 level, significant difference exists in the job satisfaction of male government primary school teachers in relation to their marital status.

H (4): 'There is no significant difference in the job satisfactions of female government primary school teachers in relation to their marital-status'.

Table 4: Showing difference between job satisfaction of unmarried and married female government primary school teachers

Status	<i>M</i>	S.D.	d.f.	<i>T</i>
Unmarried	23.8	4.01	48	1.245
Married	11.4	7.51		

Table value of *t* at 0.05 level = 1.96 and standard value of *r* at 0.01 level = 2.59

Table 4 shows that calculated *t* value is less than the standard value at both 0.05 and 0.01 levels so the hypothesis is accepted. Thus it clearly shows that there is no significant difference in the job satisfaction of unmarried and married female government primary school teachers exists.

H (5): 'There is no significant difference in the job satisfaction of male government primary school teachers in relation to their qualification'.

Table 5 shows that calculated *t* value is more than the standard value at both 0.05 and 0.01 levels, so the hypothesis is rejected. Thus it clearly shows that there is no significant difference in the job satisfaction of male government primary school teachers in relation to their educational

Table 5: Showing difference between job satisfactions of male government primary school teachers in relation to their educational qualifications

Status	<i>M</i>	S.D.	d.f.	<i>T</i>
Under Graduate	18.62	7.13	48	4.601**
Post Graduate	7.09	5.43		

** Significant at both levels

Table value of *t* at 0.05 level = 1.96 and standard value of *r* at 0.01 level = 2.59

qualification. Under graduate male government primary teachers are more satisfied than postgraduate teachers.

H (6): 'There is no significant difference in the job satisfaction of female government primary school teachers in relation to their qualification'.

Table 6: Showing difference between job satisfactions of female government primary school teachers in relation to their educational qualifications

Status	<i>M</i>	S.D.	d.f.	<i>T</i>
UG	21.06	5.77	48	3.516**
PG	6.38	4.79		

** Significant at both levels

Table value of *t* at 0.05 level = 1.96 and standard value of *r* at 0.01 level = 2.59

Table 6 shows that calculated *t* value is more than the standard value at both 0.05 and 0.01 levels, so the hypothesis is rejected. Thus it clearly shows that there is no significant difference in the job satisfaction of female government primary school teachers in relation to their educational qualification. Under graduate female government primary teachers are more satisfied than postgraduate female teachers.

CONCLUSION

The present study has been conducted on male and female government primary school teachers to find out relationship between their personalities with job satisfaction level. The personality of male and female government primary school teachers does not affect the job satisfaction. A significant difference exists in the job satisfaction of male government primary school teachers in relation to their marital status, but no significant difference exists in job satisfaction among unmarried and married female government primary school teachers. A significant difference exists in the job satisfaction of male and female government primary school teachers in relation to their educational qualification and under graduate male and female government primary teachers are more satisfied than post graduate male and female teachers.

Implications of the Study

Various guidance and counselling sessions should be organised to understand and eradicate problems of teachers of primary, secondary and higher education.

1. Identification of the factors which make favourable conditions for classroom teaching and job satisfaction among teachers might be known by the policy makers.
2. A person should accept his profession matching to his/her personality traits rather than as available option.
3. Highly qualified teachers of all the three levels – primary, secondary and higher level should provided incentives, increments and promotions timely.
4. Such a research ought to be useful to policy makers, educational planners in finding ways

and means of improving teaching–learning process and retain satisfied teachers in institutions.

5. Adequate supply of school equipments for providing good learning conditions to students as well as teachers and to enhance performance of teachers.

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Attitude of Secondary School Teachers of Chandigarh towards Teaching Profession in Relation to Teaching Competencies

Rekha^{1*}, Pooja Sharma²

ABSTRACT

Teacher's attitude is an important variable in classroom application of new ideas and innovative approaches to instruction. The authors tried to know the attitudes of the secondary school teachers towards teaching profession in relation to their teaching competencies. The study was conducted on a sample of 100 secondary school teachers teaching in government model and private schools of Chandigarh. The result of the findings indicated that secondary school teachers of both government model and private schools have positive attitudes towards teaching profession, also, the teaching competencies and attitude of secondary school teachers of Chandigarh towards teaching profession is significantly correlated in positive direction.

Keywords: Attitude, Teaching profession, Teaching competencies, Secondary school teachers

Teaching is a dynamic, demanding and rewarding profession. Each classroom is a microcosm of our larger communities. There is constant interplay in a classroom between individual knowledge, experiences, learning styles, social relationships and curricular goals. It is the teacher's ability to integrate these variables that create daily opportunities for success. In addition to deep content knowledge, teachers should know how to motivate, inspire and challenge their students so that they move how performing accomplishing. Planning lessons, analysing student work and progress, collaborating with other teachers and enhancing one's own knowledge – all require work beyond the school.

The process of teaching–learning transaction depends on the competency of a teacher, who is to manifest potentialities of a child into actuality. Teaching–learning process cannot be undertaken in vacuum but, it is a positively directed action, for which teachers are to be endowed with optimum competence in teaching. Teachers largely depend upon their personal characteristics and dispositions. Both seem to be highly inter-linked, as the teaching profession requires certain dominant behaviours, which show their intellect, desire to excel, extended professionalism and continuum, in service, growth for a good teacher and teachings as a life concern (Bauer *et al.*, 1995). This is a profession, which places service above the personal gains. There are number of factors which determine the effectiveness of teaching profession.

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REVIEW

According to Smith (1986), teaching is a profession that profoundly affects the lives of every individual and ultimately the strength and well-being of the nation. Chivore (1986), in Zimbabwe, focused on the attitudes of peoples towards teaching profession. Amongst the number of factors, the highest attractiveness of public and private sector for secondary teachers was that of salaries relative to those of private and public sector. Parkay and Hardcastle (1991) opined that people who love teaching are generally attracted by the process and the spontaneous aspects of teaching. They take full advantage of every teaching moment and make the most of it. Another important factor was more opportunities for further education, which more strongly was related to the prestige factor. According to Cook (2002), teachers attitude are extremely important because of the relationship between attitude and action. Teacher's attitudes are often translated into specific classroom and instructional practices which in turn affect student's behavioural and learning outcomes. There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. There has been an abundant research on teacher effectiveness, teacher competency and so on with reference to various factors. Teacher competence and the teacher attitude are the new targets towards which the educational researchers are heading.

NEED OF STUDY

Secondary education is an important sub-sector of entire educational system because it is the most crucial stage of career. The competent, professionally trained and enthusiastic teachers are required to teach at this level. Naturally, a teacher with favourable attitude towards his/her profession would produce a right type of youth while the one with an unfavourable attitude towards the profession would produce lop-sided personality. In fact, attitude of a teacher towards teaching profession plays very potent role in all respects. Keeping in view the significance of teacher's attitude has been taken into good consideration as an important independent variable.

Objectives of the Study

The study was conducted to achieve the following objectives:

1. To study the attitude of secondary school teachers of Chandigarh towards teaching profession.
2. To compare the attitude of secondary school teachers of government model school and private schools of Chandigarh towards teaching profession.
3. To find out the relationship between attitude of secondary school teachers of Chandigarh towards teaching profession and their competencies.

Hypotheses of the Study

To achieve the objectives of the study, following hypotheses were formulated:

1. Secondary school teachers of Chandigarh possess positive attitude towards teaching profession.

2. There exists a significant difference between attitudes of secondary school teachers of government model and private schools of Chandigarh.
3. There exists a significant relationship between attitudes of secondary school teachers of Chandigarh and their teaching competencies.

Delimitation of the Study

The present research was limited to secondary school teachers of government model and private schools of Chandigarh only.

Sample of the Study

In this study, random method of sampling was used. Sample consisted of 50 secondary school teachers of government model and 50 secondary school teachers of private schools of Chandigarh.

Tools Used in the Study

- **General Teacher Competency Scale (GTCS) by Passi and Lalitha (1994)** was used to assess the teaching competencies of teachers. In this scale, there are 21 items related to 21 teaching skills which encompass the entire teaching–learning process in the classroom teaching–Planning, Presentation, Closing, Evaluation and Managerial.
- **Attitude Scale towards Teaching Profession (ASTTP) by Kulsum (2001)** was used to measure the attitude of secondary school teachers towards teaching profession. The tool consists items related to five areas – Academic, Administrative, Co-curricular, Socio-Psychological and Economical.

ANALYSIS AND INTERPRETATION

The results are interpreted in the following sections:

Attitude of secondary school teachers of Chandigarh towards teaching profession

The data was collected from the government and private secondary schools of Chandigarh about their attitude towards teaching profession. The interpretation of the results is shown in Tables 1 and 2.

Table 1: Attitude of secondary school teachers of Chandigarh towards teaching profession

Level of attitude	Scores	No. of teachers	Percentage of teachers
Favourable	166–220	54	54%
Moderately favourable	111–165	46	46%
Unfavourable	55–110	Nil	Nil

It is evident from the above table that 54% secondary school teachers of Chandigarh hold a favourable attitude towards teaching profession as their scores lies between 166 and 220. The score 111–165 was scored by 46% teachers having moderately favourable attitude towards teaching profession. No teacher held an unfavourable attitude towards teaching profession.

Table 2: Attitude of government secondary school teachers of Chandigarh towards teaching profession

Level of attitude	Scores	No. of teachers	Percentage of teachers
Favourable	166–220	25	50%
Moderately favourable	111–165	25	50%
Unfavourable	55–110	Nil	Nil

It is evident from Table 2 that 50% teachers of government schools of Chandigarh hold a favourable attitude towards teaching profession as their scores lie between 166 and 220. The score 111–165 was scored by 50% teachers having moderately favourable attitude towards teaching profession. None of the teachers held unfavourable attitude towards teaching profession.

Table 3: Attitude of private secondary school teachers of Chandigarh towards teaching profession

Level of attitude	Scores	No. of teachers	Percentage of teachers
Favourable	166–220	29	58%
Moderately favourable	111–165	21	42%
Unfavourable	55–110	Nil	0%

It is evident from the above table that 58% teachers of private schools of Chandigarh hold a favourable attitude towards teaching profession and 42% teachers are having moderately favourable attitude towards teaching profession. None of the teachers hold an unfavourable attitude towards teaching profession.

Comparison of the attitude of secondary school teachers of government and private schools of Chandigarh towards teaching profession

The researcher compared the attitude of secondary school teachers of government and private schools of Chandigarh towards teaching profession.

Table 4: Comparison of the attitude of secondary school teachers of government and private schools of Chandigarh towards teaching profession

Group/N	Mean	Std. deviation	<i>t</i> -Ratio	Significance
Government 50	166.84	13.82	1.05	Not significant
Private 50	169.94	15.39		

Table 4 gives the summary of the statistical calculations for obtaining *t*-value with regard to the comparison of attitude of govt. and private secondary schools teachers towards teaching profession. As the calculated value of *t*, that is 1.05 is found to be less than the table value of *t* at 0.05 and 0.01 levels of significance. Therefore, the calculated *t*-ratio is not significant. It means that govt. and private teachers of secondary schools don't differ significantly on attitude towards teaching profession. Thus the hypothesis which states that, 'There exists a significant difference between attitude of secondary school teachers of government model and private schools of Chandigarh' is rejected.

Relationship between attitude of secondary school teachers of Chandigarh towards teaching profession and their teaching competencies

The researcher found the relationship between teaching competencies of secondary school teachers of Chandigarh and their attitude towards teaching profession by using Karl Pearson's Correlation.

Table 5: Relationship between attitude of secondary school teachers of Chandigarh towards teaching profession and their teaching competencies

Variables	No. of teachers	Pearson's correlation
ASTTP	100	0.302*
GTCS	100	

* Correlation is significant at the 0.01 level

From Table 5, it is revealed that relationship between teaching competencies and attitude towards teaching profession of 100 secondary school teachers is found out to be 0.302. It indicates that the value of r is significant at 0.01 level. So the hypothesis, 'There exists a significant relationship between attitude of secondary school teachers of Chandigarh and their teaching competencies' is accepted.

Discussion of Results and Educational Implications

The main objective of this study was to determine the teachers' attitude towards the teaching profession and the relationship of attitude with their teaching competencies. The response pattern analysis shows the secondary school teachers' positive attitudinal dispositions towards the teaching profession.

Teachers' attitudes are extremely important because of the relationship between attitude and action. The responsibility lies on the teacher educators' to build positive attitudes of prospective and in-service teachers towards the teaching profession, as they are the most important element in the educational process. By doing so, teachers will be more effective in their jobs as teachers' attitude are often translated into specific classroom and instructional practices which, in turn, affect student behaviour and learning outcomes.

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Morale among Secondary School Teachers

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ABSTRACT

The present study was conducted on 600 government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula – to study morale in relation to their city type, school type and academic stream and interaction among them. The main findings of the study were that Chandigarh, Mohali and Panchkula secondary school teachers exhibited difference in teacher morale. Private secondary school teachers exhibited better teacher morale than government secondary school teachers. Teachers of different academic streams, namely, languages, social science, and science and mathematics exhibited comparable teacher morale. Significant difference was found between city type and academic stream with respect to teacher morale, and between school type and academic stream for secondary school teachers with respect to teacher morale.

Keywords: Teachers, Morale, Teacher morale, Secondary school, Government, Private, Academic stream

Teachers have the power to greatly influence a school's environment. When teachers feel positively about their position, the feelings are referred to as teacher morale, and they have tremendous positive influence on the students and the school. The reverse is also true. Expectations from teachers have changed moving the focus from what the teacher is doing to what the students are learning. With this shift to higher accountability, teachers experience greater pressure and demands. These pressures and demands can be very burdensome and can cause teachers to have a lower morale or even exit the profession (Hardy, 1999; Tye and O'Brien, 2002).

Teacher Morale

Teacher morale can be viewed as teachers striving to achieve their individual goals and the educational goals of the school system and their perception of satisfaction that stems from the total school environment. High morale can be characterized by interest and enthusiasm for the job whereas low morale is characterized by feeling of dissatisfaction and frustration. Teacher morale was defined by Bentley and Rempel (1970) in the manual as the extent to which an individual teacher's needs were satisfied, and the extent to which the individual perceived satisfaction as stemming from the job. Morale is the degree of personal fulfillment and job satisfaction a teacher feels in relationship to his or her job performance (McNitt, 2003). Morale is an attitude of mind, an esprit de corps, a state of well being and an emotional force. It affects output, quality, costs, co-operation, discipline, enthusiasm, initiative and other aspects

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of success. It affects willingness to work and to co-operate in the best interest of the enterprise and in turn of the individuals themselves (Devi and Mani, 2010).

According to Webster's Dictionary (2010), morale is a person's mental state that is exhibited by assurance, control and motivation to perform a task. When teacher morale in a school is high and school environment is healthy, teachers feel good about themselves, each other and their teaching, which in turn impacts student morale and achievement (Young, 1998; Organization for Economic Co-operation and Development, OECD (2000). By treating teachers in ways that empower them, such as involving them in decisions about policies and practices and acknowledging their expertise, administrators can help sustain high morale. Alternatively, low morale for teachers can lead to decreased productivity and detachment from the teacher role, colleagues and students. Teachers with low morale may begin to lose heart, take increased sick leave, look for alternative employment and develop a cynical approach to students, teaching and the education system (Independent Education Union, 1996).

According to Mackenzie (2007), there are three levels of morale:

- **Personal Morale**– It results from an individual teacher's personal circumstances, including health, family situation and financial stability. Although the status of the profession and in-school experiences will impact upon personal morale, many factors, which influence 'personal morale', remain private and personal.
- **School Morale**– Conversely, day-to-day experience of teachers in their schools and local communities lead to what is referred to as 'school morale'. School morale is influenced by 'personal morale' and vice-versa.
- **Professional Morale**– Morale, which is inextricably intertwined with the status of teaching as a profession, is referred to here as professional morale, or morale of the profession. 'Professional morale' may impact on 'personal morale' and 'school morale' but may not impact on day-to-day lives of teachers to the same extent as personal and school morale.

Related Studies

De Bruyne (2001) found that teacher morale was connected to job satisfaction; teachers with high levels of morale were enthusiastic and committed, and these positive attitudes were transferred to students who in turn display them through increased achievement. Also, morale was important to creating and maintaining an environment that is conducive to learning.

Hamid (2002) found that there was no significant difference separately in teacher morale among teachers of boys' and girls' schools, government and non-government schools, different geographical locations, sex, teaching experience and groups of caste.

Postell (2004) discovered (a) lack of opportunities for professional development, (b) little administrative attention to and appreciation of teachers, (c) insufficient clerical assistance and (d) lack of support from local businesses and industries as reasons for low morale.

Yisrael (2008) investigated the positive impact which interdisciplinary teaming has on teacher morale by conducting a qualitative case study and found that supportive atmosphere, participation, autonomy and collaborative work had a positive impact on the morale.

Hendricks (2009) found lack of resources, ill-disciplined learners, uninvolved parents and an ineffective management style of the principal as causes of the low morale.

Singh and Buddhisagar (2009) investigated personality dimensions of a teacher with reference to morale and found a significant relationship between teacher's morale and extroversion dimension of personality. The teacher's morale seemed to have a negative relationship with neuroticism dimension.

Naseer Ud Din *et al.* (2011) found no significant difference between the mean scores of the teachers' morale of government and semi-government schools. Also, there was no significant difference between the mean scores of teacher morale of high qualified and low qualified teachers.

Need of the Study

Teacher attrition is on increase year by year. There are a number of factors that influence teacher turnover in schools. Increased duties and demands on time, low pay and disruptive students have a significant impact on teacher's attitude towards their jobs. In addition to this, lack of support from staff and school administration at all levels has an effect on teacher satisfaction. Thus, we can say that teachers choose to change schools or leave teaching completely because of some obvious reasons such as salary, student discipline and administration's demands or apathy. Other issues that anyone in the workforce faces are job satisfaction and low morale. Simply put, it is difficult for individuals to derive job fulfillment or high morale for any activity, task or component of their work to which they afford value (Evans, 1998). It does not matter, what the morale level is of educators, they consistently describe one of their needs as 'having higher morale' (Whitaker *et al.*, 2000).

Examining teacher morale can provide researchers and practitioners with additional insight on the broader scope of teacher morale with respect to teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services and community pressures. So, the investigator proposed to study teacher morale among government and private secondary school teachers of different academic streams, namely, languages, social science, and science and mathematics in the cities of Chandigarh, Mohali and Panchkula.

Objectives

The objectives of the study were as follows:

1. To compare secondary school teachers of the tri-city, namely, Chandigarh, Mohali and Panchkula with respect to teacher morale.
2. To compare government and private secondary school teachers with respect to teacher morale.
3. To compare secondary school teachers of different academic streams namely, languages, social science, and science and mathematics with respect to teacher morale.

4. To study teacher morale of secondary school teachers in relation to their city type, school type, academic stream, and interaction between city type and school type; city type and academic stream; school type and academic stream; and city type, school type and academic stream.

Hypotheses

- H1: There is no significant difference in secondary school teachers of different cities, namely, Chandigarh, Mohali and Panchkula with respect to teacher morale.
- H2: There is no significant difference between government and private secondary school teachers with respect to teacher morale.
- H3: There is no significant difference in secondary school teachers of different academic streams, namely, languages, social science and, science and mathematics, with respect to teacher morale.
- H4: There is no significant interaction between city type and school type of secondary school teachers with respect to teacher morale.
- H5: There is no significant interaction between city type and academic stream of secondary school teachers with respect to teacher morale.
- H6: There is no significant interaction between school type and academic stream of secondary school teachers with respect to teacher morale.
- H7: There is no significant interaction among city type, school type and academic stream of secondary school teachers with respect to teacher morale.

Tools Used

The following tools were used in the present study:

1. Demographic characteristics data sheet, developed by the investigator: In order to know the demographic characteristics of the secondary school teachers, the tool included the following aspects about a teacher – name, name of the school, teaching subject, sex, age group, academic qualification, educational degree, teaching experience and type of school.
2. Purdue Teacher Opinionnaire developed by Bentley and Rempel (1980) and revalidated by the investigator was used in the study for investigating teacher morale. This opinionnaire carries 100 items in ten domains. Each item's alternative is assigned a weightage ranging from four (high morale) to one (low morale) for the items. The morale score of an individual is the sum total of item scores in all 10 domains. The range of scores is from 100 to 400, with the higher scores indicating high morale and vice-versa. Reliability of the scale was found to be 0.949 in Indian secondary school teachers.

METHOD OF STUDY

Descriptive method of research was employed for the present study. To study the main effects and interaction effects of government and private secondary school teachers of different

academic streams in the cities of Chandigarh, Mohali and Panchkula on teacher morale, 3X2X3 ANOVA was employed.

Sample

Using random sampling, 60 schools (30 government and 30 private) were selected from Chandigarh, Mohali and Panchkula, that is, 10 government and 10 private schools from each city. From the above schools, 300 secondary school teachers were chosen from government schools and 300 from private schools.

Among 300 government secondary school teachers, 100 were chosen from Chandigarh, Mohali and Panchkula each. Also, among 300 private secondary schools teachers, 100 were chosen from Chandigarh, Mohali and Panchkula each. The total secondary teachers sample belonged to three different academic streams that is, languages, social science, and science and mathematics. Care was taken that at least four teachers from each school belonged to languages, three belonged to social science, and three belonged to science and mathematics (Figure 1).

DATA ANALYSIS

Means and standard deviations of different sub-samples and the summary of 3×2×3 ANOVA for scores on teacher morale were calculated and have been presented in Tables 1 and 2.

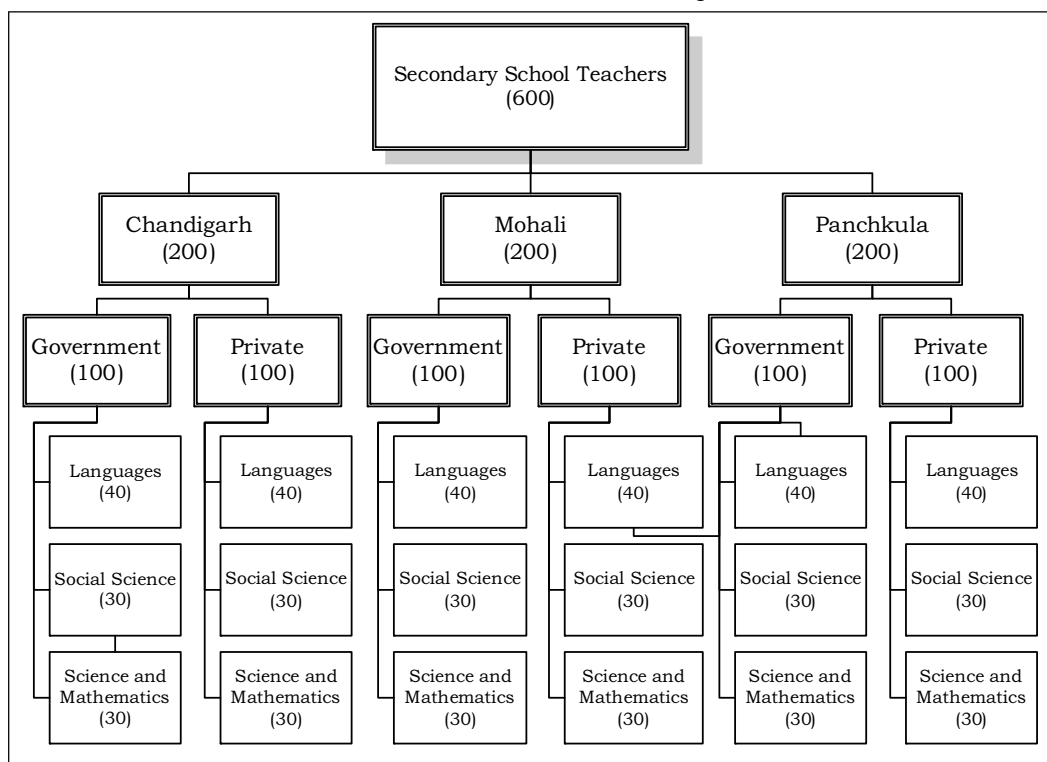


Figure 1: Sample distribution for secondary school teachers

Table 1: Mean and standard deviation of sub-samples of teacher morale

	School	Stream	CHD			MHL			PKL			Total		
			Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Teacher morale	GOVT	LANG	314.55	21.80	40	295.15	48.27	40	316.40	41.30	40	308.70	39.64	120
		SSC	314.67	28.76	30	320.67	37.49	30	329.43	30.88	30	321.59	32.79	90
		SC/MATH	314.77	31.29	30	323.23	29.52	30	319.87	38.58	30	319.29	33.17	90
		Total	314.65	26.76	100	311.23	41.95	100	321.35	37.65	100	315.74	36.15	300
	PVT	LANG	338.48	35.04	40	315.05	41.23	42	335.90	33.25	39	329.51	37.99	121
		SSC	329.73	40.79	30	333.93	30.69	28	318.23	26.00	31	327.04	33.35	89
		SC/MATH	334.53	41.13	30	311.70	55.18	30	328.20	34.17	30	324.81	44.91	90
		Total	334.67	38.47	100	319.33	44.03	100	328.11	32.03	100	327.37	38.87	300
	Total	LANG	326.51	31.39	80	305.34	45.63	82	326.03	38.57	79	319.15	40.12	241
		SSC	322.20	35.81	60	327.07	34.72	58	323.74	28.83	61	324.30	33.09	179
		SC/MATH	324.65	37.58	60	317.47	44.25	60	324.03	36.37	60	322.05	39.47	180
		Total	324.66	34.54	200	315.28	43.08	200	324.73	35.03	200	321.56	37.95	600

Table 2: Summary of 3×2×3 ANOVA for teacher morale scores

Dependent variable	Source of	Type III variance	df sum of squares	Mean	F square	Level of sig.
Teacher morale	City	8,228.25	2	4,114.12	3.03*	0.05 S
	School	17,086.52	1	17,086.52	12.59**	0.01 S
	Stream	2,806.80	2	1,403.40	1.03	NS
	City × School	5,779.51	2	2,889.75	2.13	NS
	City × Stream	15,249.20	4	3,812.30	2.81*	0.05 S
	School × Stream	8,649.00	2	4,324.50	3.19*	0.05 S
	City × School × Stream	9,086.12	4	2,271.53	1.67	NS
	Error	789,864.70	582	1,357.16		
	Total	62,902,036.00	600			
	Corrected total	862,822.10	599			

* Significant at 0.05 level; ** Significant at 0.01 level; S – Significant; NS – Non Significant

Main Effects

City type (CT)

F-ratio for mean scores of city types was found to be significant for scores on teacher morale at 0.05 level of confidence. Hence, *H*₀ was rejected. Thus, secondary school teachers of different cities, namely, Chandigarh, Mohali and Panchkula exhibited difference in teacher morale.

To further study the difference in morale of teachers in different cities, *t*-ratios were computed.

Table 3: *t*-Ratios for mean scores of cities for teacher morale

	Chandigarh <i>M</i> = 324.66 <i>N</i> = 200	Mohali <i>M</i> = 315.28 <i>N</i> = 200	Panchkula <i>M</i> = 324.73 <i>N</i> = 200
Chandigarh <i>M</i> = 324.66 <i>N</i> = 200	—	2.40*	0.02
Mohali <i>M</i> = 315.28 <i>N</i> = 200	—	—	2.41**
Panchkula <i>M</i> = 324.73 <i>N</i> = 200	—	—	—

* Significant at 0.05 level; ** Significant at 0.01 level

Table 3 reveals that for teacher morale:

- Chandigarh secondary school teachers ($M = 324.66$) exhibited better scores on teacher morale than Mohali secondary school teachers ($M = 315.28$).
- Chandigarh secondary school teachers ($M = 324.66$) and Panchkula secondary school teachers ($M = 324.73$) exhibited comparable scores on teacher morale.
- Panchkula secondary school teachers ($M = 324.73$) exhibited better scores on teacher morale than Mohali secondary school teachers ($M = 315.28$).

School type (ST)

F -ratio for difference between mean scores of school types was found to be significant for scores on teacher morale at 0.01 level of confidence. Hence, H2 was rejected as private secondary school teachers exhibited better scores on teacher morale than government secondary school teachers.

Academic stream (AS)

Secondary school teachers of different academic streams exhibited comparable teacher morale as F -ratio for scores on teacher morale was found to be not significant even at 0.05 level of confidence. Hence, H3 was retained. Thus, secondary school teachers of different academic streams exhibited comparable teacher morale.

Interaction Effects

City type \times school type (CT \times ST)

F -ratio for the interaction between city type and school type was found to be not significant for scores on teacher morale at 0.05 level of confidence. Hence, H4 was retained. Thus, government and private secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited comparable teacher morale.

City type \times academic stream (CT \times AS)

F -ratio for the interaction between city type and academic stream was found to be significant for scores on teacher morale at 0.05 level of confidence. Hence, H5 was rejected as secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula exhibited difference in teacher morale.

To further study the significant interaction effects, post-hoc analysis was done with respect to scores on teacher morale.

Table 4 reveals that for teacher morale:

- Chandigarh language teachers exhibited better morale than Mohali language teachers ($t = 21.17$)
- Panchkula language teachers exhibited better morale than Mohali language teachers ($t = 20.68$)

Table 4: Post-hoc comparison for significant difference in sub-samples for scores on teacher morale

	CHD LANG M=326.51 N=80	CHD SSC M=322.20 N=60	CHD SC/MATH M=324.65 N=60	MHL LANG M=305.34 N=82	MHL SSC M=327.07 N=58	MHL SC/MATH M=317.47 N=60	PKL LANG M=326.03 N=79	PKL SSC M=323.74 N=61	PKL SC/MATH M=324.03 N=61
CHD LANG M= 326.51 N= 80	—	4.31**	1.86	21.17**	0.56	9.05**	0.49	2.77**	2.48*
CHD SSC M= 322.20 N= 60	—	—	2.45*	16.86**	4.87**	4.73**	3.83**	1.54	1.83
CHD SC/MATH M= 324.65 N= 60	—	—	—	19.31**	2.42*	7.18**	1.38	0.91	0.62
MHL LANG M= 305.34 N= 82	—	—	—	—	21.73**	12.13**	20.68**	18.40**	18.70**
MHL SSC M= 327.07 N= 58	—	—	—	—	—	9.60**	1.04	3.33**	3.04**
MHL SC/MATH M= 317.47 N= 60	—	—	—	—	—	—	8.56**	6.27**	6.57**
PKL LANG M= 326.03 N= 79	—	—	—	—	—	—	—	2.29*	1.99*
PKL SSC M= 323.74 N= 61	—	—	—	—	—	—	—	—	0.30
PKL SC/MATH M= 324.03 N= 60	—	—	—	—	—	—	—	—	—

*The mean difference is significant at the 0.05 level; **Significant at 0.01 level

- Panchkula Sci/Math teachers exhibited better morale than Mohali Sci/Math teachers ($t = 6.57$)
- Chandigarh Sci/Math teachers exhibited better morale than Mohali Sci/Math teachers ($t = 7.18$)
- Mohali SSC teachers exhibited better morale than Chandigarh SSC teachers ($t = 4.87$)
- Chandigarh language teachers exhibited better morale than Chandigarh SSC teachers ($t = 4.31$)
- Chandigarh Sci/Math teachers exhibited better morale than Chandigarh SSC teachers ($t = 2.45$)
- Panchkula language teachers exhibited better morale than Panchkula SSC teachers ($t = 2.29$) and Panchkula Sci/Math teacher ($t = 1.99$)
- Mohali SSC teachers exhibited better morale than Mohali language teachers ($t = 21.73$)
- Mohali Sci/Math teachers exhibited better morale than Mohali language teachers ($t = 20.68$)

School type \times academic stream (ST \times AS)

F-ratio for the interaction between school type and academic stream was found to be significant for scores on teacher morale at 0.05 level of confidence. Hence, H₆ was rejected as government and private secondary school teachers of different academic streams exhibited difference in teacher morale.

To further study the significant interaction effects, post-hoc analysis was done with respect to scores on teacher morale.

Table 5 reveals that for teacher morale:

- Private language teachers exhibited better morale than Govt language teachers ($t = 20.81$)
- Govt SSC teachers exhibited better morale than Govt language teachers ($t = 12.89$)
- Private SSC teachers exhibited better morale than Govt language teachers ($t = 18.34$)
- Govt Sci/Math teachers exhibited better morale than Govt language teachers ($t = 10.59$)
- Private Sci/Math teachers exhibited better morale than Govt language teachers ($t = 16.11$)
- Private language teachers exhibited better morale than Govt SSC teachers ($t = 7.92$) and private SSC teachers ($t = 2.47$), Govt Sci/Math teachers ($t = 10.22$) and private Sci/Math teachers ($t = 4.70$)
- Private SSC teachers exhibited better morale than Govt SSC teachers ($t = 5.46$)
- Govt SSC teachers exhibited better morale than Govt Sci/Math teachers ($t = 2.30$)
- Private Sci/Math teachers exhibited better morale than Govt SSC teachers ($t = 3.22$)

Table 5: Post-hoc comparison for significant difference in sub-samples for scores on teacher morale

	Govt Lang <i>M=308.70</i> <i>N=120</i>	Pvt Lang <i>M=329.51</i> <i>N=121</i>	Govt SSC <i>M=321.59</i> <i>N=90</i>	Pvt SSC <i>M=327.04</i> <i>N=89</i>	Govt SC/Maths <i>M=319.29</i> <i>N=90</i>	Pvt SC/Maths <i>M=324.81</i> <i>N=90</i>
Govt Lang <i>M= 308.70</i> <i>N= 120</i>	—	20.81**	12.89**	18.34**	10.59**	16.11**
Pvt Lang <i>M= 329.51</i> <i>N= 121</i>	—	—	7.92**	2.47*	10.22**	4.70**
Govt SSC <i>M= 321.59</i> <i>N= 90</i>	—	—	—	5.46**	2.30*	3.22**
Pvt SSC <i>M= 327.04</i> <i>N= 89</i>	—	—	—	—	7.76**	2.23*
Govt SC/Maths <i>M= 319.29</i> <i>N= 90</i>	—	—	—	—	—	5.52**
Pvt SC/Maths <i>M= 324.81</i> <i>N= 90</i>	—	—	—	—	—	—

*The mean difference is significant at 0.05 level; **Significant at 0.01 level

- Private SSC teachers exhibited better morale than Govt Sci/Math teachers ($t = 7.76$) and private Sci/Math teachers ($t = 2.23$)
- Private Sci/Math teachers exhibited better morale than Govt Sci/Math teachers ($t = 5.52$)

City type × school type × academic stream (CT×ST×AS)

F-ratio for the interaction among city type, school type and academic stream was found to be not significant for scores on teacher morale even at 0.05 level of confidence. Hence, H7 was retained as government and private secondary school teachers of different academic streams in the cities of Chandigarh, Mohali and Panchkula exhibited comparable teacher morale.

RESULTS

- Secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited difference in teacher morale. Further findings revealed that Chandigarh secondary school teachers exhibited better teacher morale than Mohali secondary school teachers; Chandigarh and Panchkula secondary school teachers exhibited comparable teacher morale; and Panchkula secondary school teachers exhibited better teacher morale than Mohali secondary school teachers.

- Private secondary school teachers were better on teacher morale than government secondary school teachers.
- Secondary school teachers of different academic streams namely, languages, social science, and science and mathematics were comparable on teacher morale.
- Government and private secondary school teachers in the cities of Chandigarh, Mohali and Panchkula exhibited comparable teacher morale as interaction between city type and school type was not significant.

Educational Implications

1. Biyearly checks of teacher morale should be done so that school principals could be in better touch with the morale of their teachers and for better identification of factors responsible for reducing morale of teachers.
 2. School administrators should improve their ability to act by developing better co-operative working relationships; by listening more to diverse views by supporting decision made by others; by fostering and developing trust and by giving freedom and latitude for teachers to act, which will enhance teachers' rapport with principals and rapport among teachers themselves.
 3. Because teacher salary also has an impact on teacher morale, the authorities should consider including a local supplement to teacher salaries.
 4. School administrators should improve their ability to model the way for their teachers by asking for feedback, building consensus, defining philosophical leadership ideas and discussing the future and direction of the school.
 5. School principal and management should improve their ability to challenge the process by offering new and innovative ways for teachers to work and by encouraging teachers to carry out experiments and take more risks in the classroom.
 6. Training opportunities for school principals at local, regional and state level should be offered to aid in improving morale.
 7. Principals in the tri-city schools need to constantly work to keep morale levels high as this in turn will improve student achievement.
 8. Teacher support activities need to be undertaken or shall be continued if already being undertaken.
 9. Suggestions from teachers should be considered in developing the curriculum and the schedule for staff development.
- Seminars and lectures should be organized for highlighting the role or importance of community in raising the morale of teachers.
 - Administrators should also take into account the equitable distribution of workload for maintaining high morale among the faculty members.
 - School principals should do more in order to encourage a comfortable instructional

environment for the teachers and create a democratic environment for all teachers. Care should be taken for proper provision of school facilities and services for the teachers.

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Job Stress of Secondary School Teachers in Relation to their Gender, Type of School and Length of Experience

N.D. Manju

ABSTRACT

The study investigates the job stress of secondary school teachers. The sample of 100 secondary school teachers from Mysore city were selected by stratified random sampling technique and considering the independent variable namely gender, length of experience and type of schools. Teachers job stress was assessed with the help of 'Indore Teachers Job Stress Scale' developed by Dr. Mrs. Meena Buddhisagar Rathod and Dr. Madhulika Varma (2005). The descriptive survey method was adopted for the study. The data, obtained was analysed using t-test and one-way ANOVA. Findings of the study were; 1.86% possess an average level of job stress, 10% possess low level of job stress and only 4% of teachers possess high level of job stress. There is no significant difference between government, private-aided and private-unaided school teachers with respect to their job stress. There is no significant difference between male and female teachers with respect to their job stress. There is no significant difference between high and low experienced teachers with respect to their job stress.

Keywords: Job stress, Teachers, Secondary school, Gender, Experience

INTRODUCTION

Education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of students, it should prepare the younger generation to understand and face the realities of life. The role of the teacher in the society is vital for its improvement. In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualised. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person's mental health has direct and significant relationship with his/her working efficiency. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabus and inadequate facilities make teachers' work more complex.

Concept of Stress

Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind, which leads to stress. It is cutting across all

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socio-economic groups of population and becoming the great leveler. Not only just high pressure executives are its key victims but it also includes labourers, slum dwellers, working women, businessmen, professionals and even children. Stress is an inevitable and unavoidable component of life due to increasing complexities and competitiveness in living standards. The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress. In modern time, stress in general and job stress in particular has become a part of the life and has received considerable attention in recent years. Stress has become the core concern in the life of everyone, but everybody wants stress-free life. Every individual is subjected to stress either knowingly or unknowingly and is now a major health hazard.

Definition of Stress

Stress is the sum total of all non-specific biological phenomenon elicited by adverse external influences. One feels stressed when one is confronted with the unexpected. It is a multi-dimensional concept and has variety of impacts in different fields which vary according to specific focus and purpose.

Wolf and Goodell (1968) defined 'stress as a dynamic state within an organism in response to a demand for adaptation'.

McGrath (1970) defined stress as a perceived imbalance between demand and response capacity under conditions where failure to meet demand has important consequences.

Job stress impacts the teacher in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

Causes of Stress

The secondary school teachers come across many pressures from different directions such as: Norms and standard set by NCERT; Various conditions set by DSERT/State Level Agency; Expectations of NCERT from the institutions to go hand in hand with the changing times; Management's expectations for optimum utilisation of minimum resources; One's own pressure to develop professionally; Unending co-curricular activities to meet the needs of the quality school functioning.

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world; environment in which one lives or works or the family. It may come from one's own irresponsible behaviour, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual. It depends on the personality, general outlook on life, problem solving abilities and social support system. Many different things cause stress – physical to emotional. Identifying what causes stress is the first step to deal with stress.

Job stress is the harmful physical and emotional response that can happen when there is a conflict between job demands on the teacher and the amount of control and teachers have over meeting these demands.

In the workplace, stress can be the result of any number of situations. Some examples are categorically described as under;

Categories of job stressors	Examples
Factors unique to the job	Workload (overload and under load). <ul style="list-style-type: none">• Pace/variety/meaningfulness of work autonomy (e.g., the ability to make your own decisions about our own job or about specific tasks).• Shift work/hours of work.• Physical environment (noise, air quality etc.).• Isolation at the workplace (emotional or working alone)
Role in the organisation	<ul style="list-style-type: none">• Role conflict (conflicting job demands, multiple supervisors/managers).• Role ambiguity (lack of clarity about responsibilities, expectations etc.).• Level of responsibility

Need and Significance of the Study

The current belief in our society is that school teaching is an easy job and that school teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigours of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher's role is quite simple, having no complexities tension and conflicts. This widely prevalent belief is incorrect for this is outsiders' perception of the role of teachers.

Teaching as a profession is progressively becoming a stressful occupation (Hepburn and Brown, 2001). Teaching is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder. These responsibilities include lesson planning, teaching, accountability for student performance, classroom management and discipline, supervisory role, and extracurricular activity conducting and monitoring (NUT, 1999). Identifying possible stressors can help teachers choose positive coping strategies rather than negative strategies that may be unhealthy towards other aspects of life. If they can identify possible stressful situations, teachers can actively use coping strategies to deal with it, or even be able to avoid the situation altogether. Coping with stress is important for teachers so that their stress does not interfere with the achievement of their educational goals and they have better quality of life; both personally and professionally (Guglielmi and Tatrow, 1998).

In last 20 years, number of people reporting stress affecting their work has gone up to four times. Statistics also show that teachers are at high risk of being in stress, or one. Teachers need to identify how much stress they are experiencing and how it is affecting their teaching before they can learn and incorporate positive coping strategies. It is imperative that teachers learn that stress can be diminished with simple strategies which could then lead to a healthier and more fulfilling career.

The review of related literature shows that fewer attempts have been made to study the job stress of teachers. In this background, the researcher found the need for has taken up the study.

Objectives of the Study

1. To assess the level of job stress of secondary school teachers.
2. To find the significant difference between secondary school teachers belonging to government, private-aided and Private-unaided schools with respect to their job stress.
3. To find whether there is any significant difference between male and female teachers with respect to their job stress.
4. To find whether there is any significant difference between high and low experienced teachers with respect to their job stress.

Hypotheses of the Study

The null hypotheses have been formulated for the present study;

1. There is no significant difference between secondary school teachers belonging to government, private-aided and private-unaided schools with respect to their job stress.
2. There is no significant difference between male and female teachers with respect to their job stress.
3. There is no significant difference between high and low experienced teachers with respect to their job stress.

METHODOLOGY

The present study was taken up to investigate the job stress of secondary school teachers and to find whether there is any difference in these variables with respect to type of school, gender and length of experience. This study is a descriptive study adopting survey research method.

Variables of the Study

Independent variable:

Type of Schools (Government, Private-Aided and Private-Unaided)

Dependent variable: Job stress

Moderate variables: Gender, length of experience

Sample of the Study

The study was conducted on sample of 100 secondary school teachers from government, private-aided and private-unaided schools of Mysore city. The selection of teachers was done on the basis of stratified random sampling method. The Sampling frame is as shown in Table 1.

Tool Used to Collect the Data

The following tool was used to collect the data:

Type of schools	Gender	Length of experience		Total
		Low (0–5)	High (5–above)	
Government secondary school teachers	Male	8	10	18
	Female	2	9	11
Aided secondary school teachers	Male	7	8	15
	Female	8	3	11
Unaided secondary school teachers	Male	13	15	28
	Female	10	7	17
Grand total		48	52	100

Indore Teachers Job Stress Scale: Dr. Mrs. Meena Buddhisagar Rathod and Dr. Madhulika Varma (2005).

Procedure for Data Collection

Data for the study was collected by administering the Indore Teachers Job Stress Scale to the selected sample. The obtained data with respect to different background variables were tabulated and subjected to statistical analysis employing approximate statistical techniques.

Table 2: Table showing the percentage of the teachers with respect to different levels of job stress

Secondary school teachers	Level of job stress			Total
	High level of job stress (172–260)	Moderate level of job stress (87–172)	Low level of job stress (1–87)	
Frequency	4	86	10	100
Percentage	4.0	86.0	10.0	100

Table No.2 shows that 4% of teachers possess high level of job stress and 86% possess average level of job stress and only 10% of teachers possess in the range of low job stress.

Hypotheses One (Ho:1)

There is no significant difference in job stress of secondary school teachers belonging to government, private-aided and private-unaided schools.

One way analysis of variance (ANOVA) was used to test Ho1. The results are shown in Table 3.

Table 3: Descriptive statistics of type of schools of teachers and their job stress

Type of schools	N	Mean	Std. deviation
Government schools	28	144.67	18.543
Aided schools	28	142.17	28.06
Unaided schools	44	146.70	26.23
Total	100	144.87	24.72

Table 4: Table showing f value of job stress of secondary school teachers belonging to various types of schools

Source of variance	Sum of squares	df	Mean square	F -value	Significance level
Between group	351.937	2	175.968	0.284	Not significant at 0.05
Within group	601.57	97	620.179	—	—
Total	60,509.310	99	—	—	—

The obtained f value of 0.284 is less than the F tabled value of 3.09 at 0.05 level of significance for the degrees of freedom 2 and 97. Hence the null $H_0:1$ is accepted. It is thus inferred that there is no significant difference in job stress of secondary school teachers belonging to government, private-aided and private-unaided schools.

Hypotheses second ($H_0:2$)

There is no significant difference in job stress of male and female secondary school teachers.

Table 5: t -value of job stress of secondary school teachers at male and female teachers

Gender	N	Mean	Standard deviation	Standard error of mean	t -value	df	Significant level
Male	61	146.84	26.79	3.43	0.995	98	Not significant
Female	39	141.79	21.03	3.36			at 0.05 level

Table 4 shows that the obtained t value of 0.995 is less than the tabled value of 1.98 at 0.05 significant level for degree of freedom 98. Hence the null $H_0:2$ is accepted. It is thus inferred that there is no significant difference in job stress of male and female secondary school teachers.

Hypotheses Third ($H_0:3$)

There is no significant difference in job stress of high and low experienced teachers with respect to their length of experience.

Table 6: t Value of job stress of teachers at length of experience

Teaching experience	N	Mean	Standard deviation	Standard error of mean	t -value	df	Significant level
High experience	52	143.57	27.27	3.81	0.535	98	Not significant
Low experience	48	146.22	21.95	3.13			at 0.05 level

Table 6 shows that the obtained t value of 0.535 is less than the table value of 1.98 at 0.05 significant level for df 98. Hence the null $H_0:3$ is accepted and it is concluded that there is no significant difference in the job stress of high and low experienced teachers.

FINDINGS OF THE STUDY

1. A majority of the teachers, that is, 86% in Mysore possess moderate job stress, 10% possess low job stress and only 4% possess high job stress.

2. There is no significant difference between government, private-aided and private-unaided school teachers with respect to their job stress.
3. There is no significant difference between male and female teachers with respect to their job stress.
4. There is no significant difference between high and low experienced teachers with respect to their job stress.

Educational Implications

Based on the finding of the study, key points are:

1. Effective intervention for reducing stress need to be adopted by teachers by means of clarifying specific stress related issues at school, cooperatively establishing specific goals, and developing and implementing strategies to alleviate or modify educational processes and behaviours. They need to learn to change the situation and their reactions to it and thus minimise stress to a great extent. Training in adopting cognitive coping strategies which allow teachers to use their mind to control their emotions are to be organised.
2. It is very important that the educational organisation understands the needs of its teachers and provide what is best for the teachers. Constant appraisal programs and appreciation should be given to reinstate and motivate the teachers. Teachers who are highly motivated will feel happier and are more willing to work for the institution.
3. Job stress among the teachers responsible for future generation's education will ultimately affect their intellectual and social abilities. Failure of the educational institutions in providing a healthy working environment or even a working environment with the minimum level of job stress would lead to many more problems in the near future, especially in the teachers work performance in teaching students and also administrative part of the school.
4. Teachers with high and low period of experience have the same level of job stress. Hence in the schools attention should be given training programmes, spiritual programmes like meditation, Yoga and others to reduce the job stress.
5. Teachers should have better role in decision making and better communication with colleagues. Private teaching jobs should be made permanent to make them less submissive, harsh supervision can be avoided to reduce stress; the relationship with the management should be cordial to teachers.

CONCLUSION

In recent years, the problem of teacher stress and related issues of redundant teacher, education reforms, Language Proficiency Assessment for Teachers and cutting of classes and schools had already drawn the public attention and frequently be the headlines of newspapers. The findings of this research could serve as a useful reference for the government and related organisations such as the Education and Manpower Bureau and Professional Teachers' Union when formulating the policies and strategies to help the teachers relieve and cope with their work-related health problems.

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A Study of Self-Efficacy of Senior Secondary School Teachers

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ABSTRACT

Teachers are considered to be the stars in the galaxy of educational setup. They have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self-directed learning. On the other hand, teachers can also cast down the quality of education through their small mistakes, uncaring attitude and incompetency. Quality conscious teachers have a strong sense of self-efficacy that they can bring desired changes in the behaviour of the students. Bandura describes self-efficacy as an individual's confidence in their ability to control their thoughts, feelings and actions and therefore influence outcome. All teachers have the ability to teach but what is more important is the belief in their ability to teach. A highly efficacious teacher always tries to implement innovative methods in every activity of classroom while low efficacious teacher may exert less effort in teaching learning process. This research has been conducted to study the self-efficacy of senior secondary school teachers.

Keywords: Self-efficacy, Senior secondary, School teachers, Quality, Ability, Confidence, Belief

Self-efficacy is an important psychological factor influencing one's way of doing work. It actually makes a difference in how people feel, think and act. In fact, it is a person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life. Self-efficacy has its roots in social cognitive theory of Bandura (1997) particularly in the context of cognitive behaviour modification.

Albert Bandura (1997) defines self-efficacy as 'beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments'. Self-efficacy operates in several different ways as a mediator between individual knowledge, skills and beliefs and individual thoughts and action. First, it influences individual's decisions regarding choices of activities, tasks or social situations. The individuals who have strong sense of efficacy are likely to engage themselves in challenging task. Second, self-efficacy is related to how much effort individuals will extend and how long they will persist in the face of obstacles or aversive experiences. People with a strong sense of efficacy extend more effort and persist longer than people with weaker self-efficacy. Third, self-efficacy influences how individual's think about and react emotionally to others and to their environment. Persons with lower senses of self-efficacy are more likely to dwell upon their personal deficiencies and view potential difficulties and problems as more formidable than they actually are. Thus it can be said that greater the

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perceived ability to perform the task, the higher the employee's self-efficacy will be. The higher the sense of self-efficacy, the greater, the effort, persistence and resilience will be. Moreover, individuals with high self-efficacy choose to perform more challenging task and stick to them.

Major Characteristics of Self-Efficacy

1. Self-efficacy is a psychological trait.
2. Beliefs regarding self-efficacy are learned.
3. The most important factor in the development of self-efficacy appears to be past experiences. If over a period of time, a person attempts a task and is increasingly successful in his performance, he is likely to develop self-confidence and an increasing belief in his ability to perform the task successfully.
4. Self-efficacy tends to be task specific. It is a belief that one can perform very well in one's job.
5. Self-Efficacy affects the nature of task a person accomplishes. Strong sense of self-efficacy leads a person to accomplish more challenging task.
6. It works as intrinsic motivation. When a person has belief on his ability to perform a task, he initiates, involves and participates more actively.

People with low self-efficacy believes that they cannot be successful and thus are less likely to make a concerted extended effort and may consider challenging tasks as threat that are to be avoided. People with low self-efficacy have low aspirations which may result in disappointment. Self-efficacy beliefs are important because unless people believe that they are capable of doing something, they do not try to do it. If people believe that they are able to do something successfully, then they are more likely to put effort into that thing and because of this, they are more likely to succeed at it.

Need and Significance of the Study

Teachers form an important component of the overall education system and the success and failure of a system to a great extent depend on the quality of the teacher. In fact, they play a significant role in the personality and career development of their students. Directly and indirectly teacher's personality affects the personality of students. In the present scenario, it has been seen that most of the teachers have become weak link in our educational chain. They are the butt of public criticism today for their professional performance, lack of accountability and absence of commitment. They have been criticised by administrators, policy makers, parents, society members as well as by students. In such circumstances, it appears that self-efficacy is one of the important factors which increase the quality of teaching.

In order to teach effectively, teachers must not only feel psychologically and physically comfortable, but they must also have some sense of belief that they can make difference to the lives of children. Effective teachers believe that they can make a difference in the children's life and they teach in ways that demonstrate this belief. This phenomenon can be known as teacher's self-efficacy. Teachers with a higher level of efficacy are more likely to learn and

use innovative strategies for teaching. On the other hand, a teacher with low efficacy may exert less effort in teaching-learning tasks as he/she is not sure that the efforts will lead to success. Therefore, teacher's self-efficacy is a powerful determinant of quality education as efficacious teachers have more positive and effective results in the classroom. It has been seen by reviewing literature that some studies have been taken place on self-efficacy of university teachers i.e. Singh and Verma (2002); Seema (2003); Savita (2005); Ghadheri (2009); Reddy *et al.* (2014). Some studies regarding self efficacy have been done on primary and secondary teachers i.e. Sridhar and Badiel (2007); Oyesoji (2007); Thomas and Saju (2012); Kumar (2013), but the researcher found that very few research studies have been done which studied self-efficacy of teachers teaching senior secondary classes i.e. Mishra and Acharya (2011); Nirmala Devi (2014). So it was imperative for the researcher to find out the self efficacy of teachers teaching senior secondary classes.

Statement of the Problem

A study of self-efficacy of senior secondary school teachers.

Objectives of the study

1. To study the self-efficacy of teachers with reference to type of school (government and private).
2. To study the self-efficacy of teachers with reference to their gender (male and female).
3. To study the self-efficacy of teachers with reference to their subject stream (arts, science and commerce).

Hypotheses

1. There is no significant difference in the self-efficacy of male and female secondary school teachers.
2. There is no significant difference in the self-efficacy of government and private schools teachers.
3. There is no significant difference in the self-efficacy of teachers of arts, science and commerce streams.

Operational Definitions of the terms

Self-Efficacy: In the present study, self-efficacy refers to the teacher's belief that he or she can influence student's knowledge, values and their academics. She/he can reach even difficult students to make them learn.

Type of school: In the present study, type of schools refers to government schools and private schools. Government schools are those which are run by Central Government and State Government of Uttarakhand where as private schools are those which are run by individuals, society and private organisations.

Subject stream: In the present study, subject stream refers to the subjects related to arts, science and commerce streams in the senior secondary level.

METHODOLOGY

Descriptive survey research has been followed to conduct the study.

Population and Sample

The population of the study consists of teachers teaching in senior secondary classes of Dehradun district. The sample consists of 103 teachers (46 males and 57 females) who are teaching in different schools of Dehradun district. The sample was selected by using a simple random sampling technique. The distribution of the finally selected sample is given in Table 1.

Table 1: Showing the sample distribution

Type of School	No. of schools	Subject stream				Number of teachers		
		Arts	Science	Commerce	Total	Male	Female	Total
Government school	6	21	18	11	50	24	26	50
Private school	6	25	17	11	53	22	31	53
Total		46	35	22	103	46	57	103

Tool Used in the Study

To measure the self-efficacy of school teachers, standardised occupational self-efficacy scale (OSES) developed by Sanjyot Pethe, Sushma Rani and Upinder Dhar was used. This questionnaire consists of 19 questions, having reliability of 0.98 and high level of face and content validity i.e. 0.99

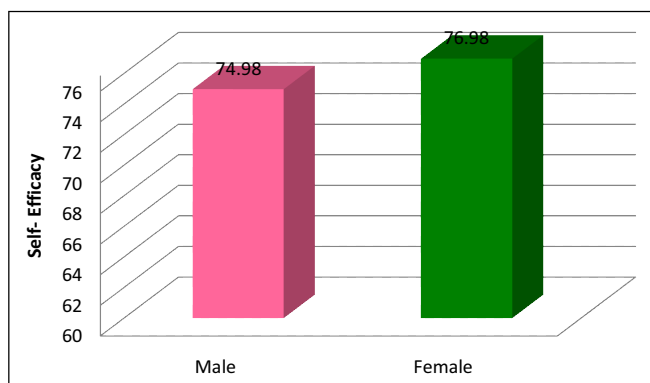
Statistical Techniques

To analyse the raw scores of self-efficacy, Mean, SD's and *t*-test were used.

ANALYSIS OF DATA

Table 2: Mean scores of self-efficacy of Male and female teachers

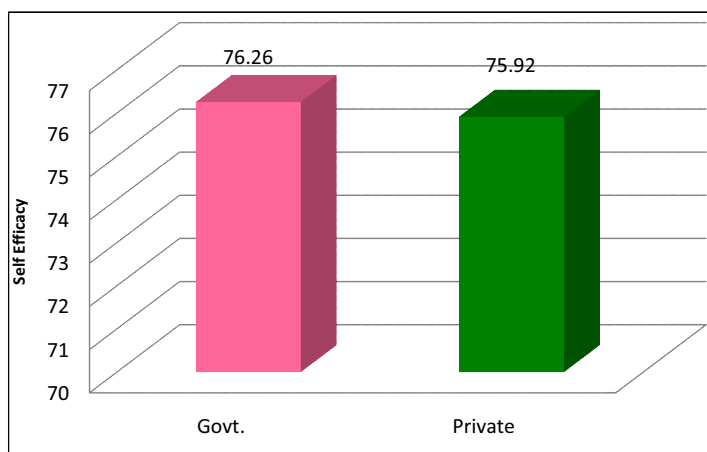
Sex	N	Mean	S.D.	t-value	Level of significance
Male	46	74.98	15.437	0.755	Insignificant
Female	57	76.98	10.329		



In Table 2, it was observed that mean score of male teachers is 74.98 while mean score of female teachers is 76.98. It is observed that S.D of females is higher than males. Calculated t -value is 0.755 which is not significant at 0.01 level and 0.05 level. Thus hypothesis (Ho-1) is accepted that there is no significant difference in the self-efficacy of male and female teachers.

Table 3: Mean scores of self-efficacy of teachers of government and private schools

School management	No.	Mean	S.D.	t -value	Level of significance
Government	50	76.26	13.450	0.132	Insignificant
Private	53	75.92	12.352		



In Table 3 it was observed that mean score of government school teachers is 76.26 while mean score of private school teachers is 75.92. The SD of government school teachers is 13.450 while S.D of private school teachers is 12.352. It is observed that S.D of government school teachers is higher than males. Calculated t -value is 0.755 which is not significant at 0.01 level and 0.05 level. Thus, hypothesis (Ho-1) was accepted that there is no significant difference in the self-efficacy of teachers of government and private schools.

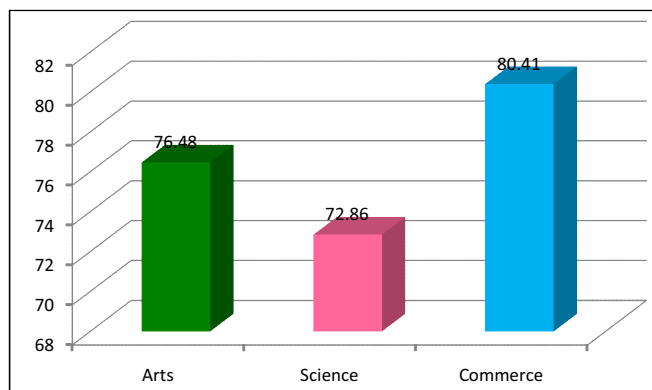
In Table 4 shows that the mean score of self-efficacy of teachers of arts, science and commerce stream are 76.48, 72.86 and 80.41, respectively. The S.D of self-efficacy of teachers of arts, science and commerce are 9.528, 15.832 and 12.742, respectively. From the above data, it is pertinent that the teachers of commerce stream have higher mean than teachers of arts and science group. Thus, the hypothesis 3 is partially accepted because there is very insignificant difference in the self-efficacy of arts and science teachers and art and commerce teacher but significant difference was found in the self-efficacy of science and commerce teachers.

In Table 5 displays the levels of self-efficacy among the senior secondary teachers. The findings revealed that majority of teachers that is 56.34% demonstrated normal self-efficacy, 34.95% teachers demonstrated high self-efficacy and very few teachers that is 8.73% demonstrated low self-efficacy.

Table 4: Mean scores of self-efficacy of teachers in reference to different streams

Subject stream	No	Mean	S.D.	t- value	Level of significance
Arts	46	76.48	9.528	1.198	Insignificant
Science	35	72.86	15.832		
Arts	46	76.48	9.528	1.285	Insignificant
Commerce	22	80.41	12.742		
Science	35	72.86	15.832	1.980*	Significant
Commerce	22	80.41	12.742		

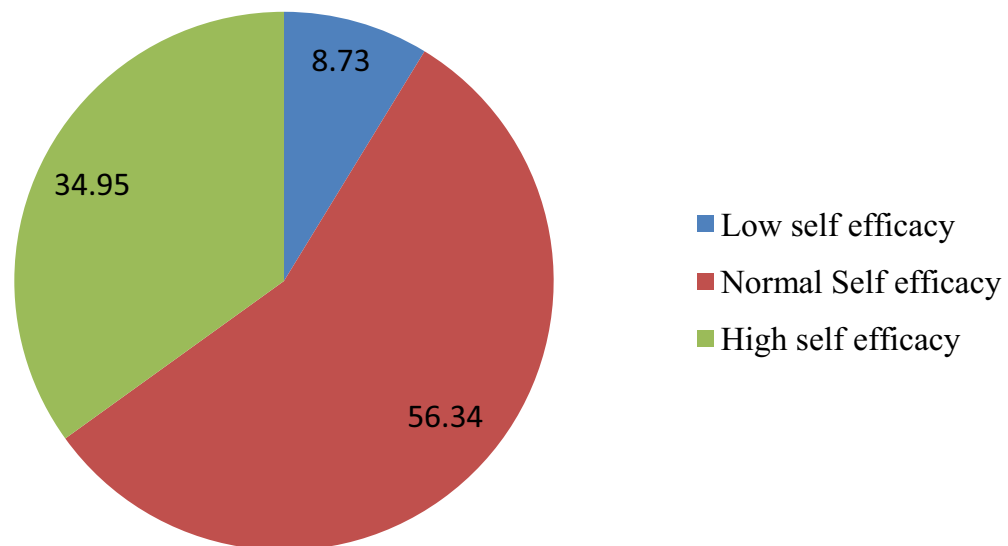
*significant at the 0.05 level

**Table 5: Different levels of self-efficacy of senior secondary school teachers**

Level of self-efficacy	No. of teachers	Percentage
Low self-efficacy	9	8.73
Normal self-efficacy	58	56.34
High self-efficacy	36	34.95
Total	103	100

MAJOR FINDINGS

1. On the basis of analysis and interpretation of data, it has been observed that government school teachers and private school teachers had the same level of self-efficacy. This is because government school teachers and private school teachers are under the same pressure to produce good result.
2. There was no significant gender difference in the self-efficacy of teachers.
3. It was also observed that commerce school teachers were found to have the highest level of self-efficacy, while arts teachers had lower self efficacy than commerce teachers On the other hand, the self-efficacy of science teachers were found to be lowest.
4. It was revealed through the study that maximum teachers found to have normal self-efficacy.



Educational Implications

As teacher is the pivotal stone of the whole educational system, they can play a major role in improving the future of the nation. At the time of recruitment, teachers may be assessed on the basis of their self-efficacy because it is such trait in a teacher which can help him/her to do excel in all spheres of their profession. The investigator has find out that self-efficacy among teachers is necessary trait for successful and flourishing teaching profession. Teachers with stronger self-efficacy remain engage in challenging activities and put their heart and soul together to bring desirable changes in students. Such teachers remain deeply engrossed with their job and hence produce good results in all respects. This study will be indeed very useful for educational institutions to develop self-efficacy among teachers.

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A Study of Teacher Education Institute Climate and Professional Ethics of Teacher-Trainees

Ishrat Naaz

ABSTRACT

The present study focuses on the Teacher Education Institute Climate and professional ethics of teacher- trainees of Delhi and NCR region. The non- probability sampling technique was used and a sample of 177 teacher-trainees from Delhi and NCR region was drawn. The purposive convenient sampling method was used as institutes were selected keeping the time, purpose and distance in the mind. In order to study the institutional climate of different teacher education institutes, the investigator used “Teacher Education Institute Climate Inventory” developed by Anand (1992) and self-constructed scale for measuring the perception of professional ethics of teacher- trainees. The analysis and interpretation of the raw data, lead to certain findings. The Teacher Education Institute Climate of Pradeep Memorial Comprehensive College of Education (PMCCE) is very good as compared to Ideal Institute of Management and Technology (IIMT) and Modern College of Professional Studies (MCPS). The perception of professional ethics of teacher-trainees of all three teacher-training institutes has average score. There is a significant difference and relationship between the Teacher Education Institute Climate and professional ethics of teacher-trainees of selected institutes.

Keywords: Code of conduct, Congenial climate, Non-probability sampling perception of professional ethics, Significant difference, Significant relationship, Teacher education institute climate, Teacher trainees

INTRODUCTION

Education has always been regarded as a panacea for alleviation of all the evils that inflict society. Consequently we find constant reminders from national and international organisations, commissions and concerned people for universalisation of education. We have some mega projects/schemes being laid out under Sarva Shiksha Abhiyaan. A look at our achievement so far makes us realise that it is not just quantity that will help in our upliftment. Our success is imminently intertwined with the quality of education being provided to our children. Such a proposition for quality schooling puts our teachers and the teaching profession in the limelight. President of USA, Barrack Obama, has also emphasised that teaching profession needs to be taken seriously, ‘As president, I will launch a campaign to recruit and support hundreds of thousands of new teachers across the country – because the most important part of any education is the person standing in front of the classroom. It’s time to treat teaching like the profession that it is....’ A number of thinkers and educationists in modern India have expressed their views concerning the roles and responsibilities of the teachers. According to Swami

Vivekananda, 'The only true teacher is he who can immediately come down to the level of the students and transfer his soul to the students and see through the student's eyes and hear through his ears and understand through his mind. Such a teacher and none else can really teach.' The professional preparation of teachers has been recognised to be crucial for the qualitative improvement of education since the 1960s (Kothari Commission, 1964–1966), but very few concrete steps have been taken in the last four decades to operationalise this. The Kothari Commission (1964–1966) emphasised the need for teacher education to be brought into mainstream academic life, but teacher education institutes continue to exist as insular organisations. After independence, NCERT took initiative to implement some innovations in Teacher Education Programmes (TEPs) through its four regional colleges of education, which were launched in 1960s. But such innovations could not go beyond these institutes. The teacher is a backbone of the educational system, maker of the mankind and the architect of the society.

Therefore, the Education Commission (1964–1966) observed that the destiny of the nation is being shaped in her classrooms and recommended, 'A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial requirement is small when measured against the resulting improvement in the education of millions' (p. 124).

Needless to say the teachers are responsible for providing quality education. The training of teachers thus becomes very important. As the nature of training being imparted in these teacher training institutes (TTIs) will ensure quality schooling and the quality of the teachers depends a lot on the training being provided in the TTIs. Therefore, training of teachers is emphasised by various Education Commissions since 1960s.

Unfortunately, the performance of teachers in schools is not very satisfactory. This means that something is wrong somewhere, either the school environment or the training being provided in the TTIs. So the training of the teachers need to be taken very seriously as it has direct consequences on the overall development of the students. But the situation is not so.

NEED AND JUSTIFICATION OF THE STUDY

It has been predicted that in the next decade, the population of adolescents will cross billion. At such a point, it would become essential to provide necessary guidance to them in order to enable them to undertake their services well to the country and this universe. This guidance can be aptly provided by able teachers: the teachers who are committed to their profession and have a sense of professional ethics, which will ensure that they do justice to their students, society and their profession. UGC 6th Pay Commission has been revised to invite worthy candidates to opt for the teaching profession. Thus, the meaningful study in the areas of Teacher Education becomes inevitable as it will have a wash-back effect on improving the teacher education in our country.

National Curriculum Framework, 2005, also addresses teachers as 'agents of change' (p. 107). While discussing the major shifts in Teacher Education Programme, NCF 2005 says, 'The social climate of the school and the classroom exert a deep influence on the process of

learning and education as a whole' (p. 110). This climate in the schools is created by the teachers. The orientation with which these teachers enter the school system is directly influenced by the Teacher Education Institute Climate they are carrying from. Thus, if we want this change to be effected into the school system, we need to ensure that the Teacher Training Institute Climate is reinforcing the same in teacher-trainees. Hence, the need to study the Teacher Education Institute Climate existing in various institutes.

While doing review of related literature, the investigator came across studies on the teaching aptitude (Ramakrishna, 2008), teaching attitude (Upadhyaya, 2006), educational aptitude (Kulshrestha and Heeranandani (2006)), and effect of B.Ed. training programme (Singh, 2004). While concept papers on professional ethics were found, no major researches on this variable of study could be traced by the investigator. A need was felt to fill this by undertaking study of Teacher Education Institute Climate and the professional ethics of teacher-trainees.

OBJECTIVES

1. To study the Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes.
2. To find out the difference in the Teacher Education Institute Climate of selected Institutes.
3. To find out the difference in the professional ethics of teacher-trainees of selected Institutes.
4. To find out the relationship between Teacher Education Institute Climate and professional ethics of teacher-trainees.

HYPOTHESES

1. There is no significant difference in the Teacher Education Institute Climate of selected institutes.
2. There is no significant difference in the professional ethics of teacher-trainees of selected institutes.
3. There is no significant relation between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected institutes.

RESEARCH METHODOLOGY

Method

A descriptive survey method of research was applied to conduct the study.

Population

All TTIs of Delhi and NCR constitute the population for the study.

Sample

A sample of 177 teacher-trainees from three TTIs of Delhi and NCR.

The non-probability sampling technique (purposive sample) was used to collect relevant data.

Tools Used

Two tools were used to find out the difference in organisational climate of selected TTIS and professional ethics of teacher-trainees are as follows:

- (i) Teacher Education Institute Climate inventory by Anand (1992) standardised.
- (ii) Professional ethics inventory for teacher-trainee (self-constructed).

Statistical Techniques

The following statistical techniques were applied to analyse the data:

- (i) Mean
- (ii) (Coefficient of correlation (Pearson's)
- (iii) ANOVA (one-way)

Analysis and Interpretation of Data

There are two approaches, which are employed in the analysis of data, and have been applied by the investigator in the present study as well:

- a) Descriptive analysis
- b) Inferential analysis

A) Descriptive Analysis:

Descriptive statistical analysis limits generalisation to the particular group of individuals observed. No conclusions are extended beyond this group, and any similarity to those outside the group cannot be assumed. The mean and standard deviation have been applied in the present study and the findings of which have been tabulated in Tables 1 and 2.

Quality of Teacher Education Institute Climate

The data obtained on Teacher Education Institute Climate Inventory of all the three Institutes PMCEE, IIMT and MCPS are interpreted and tabulated in Table 1.

Table 1: Mean score obtained by the teacher-trainees of three institutes on teacher education institute climates (TEIC)

Institutes	Mean score	Interpretation
MCPS	252.0	Good
IIMT	264.2	Good
PMCCE	301.9	Very Good

Table 1 reveals that the Institutional Climate in PMCCE with the mean score of 301.9 is very good and congenial as compared to IIMT and MCPS with the mean scores of 264.2 and 252.0 respectively. It shows as environment and work culture were not common in all the three institutes, which included factors such as principal, teacher educators, pupil teachers, administration and infrastructure. Principal and faculty of PMCCE came across as warm and

accessible. It seems their upright nature and warmth played an important role in maintaining the congenial and ethical environment of the institute.

Perception towards Professional Ethics

The data obtained on the professional ethics perception scale of teacher-trainees of all the three Institutes PMCEE, IIMT and MCPS are interpreted and tabulated in Table 2.

Table 2: Mean score obtained by the teacher-trainees of three institutes on professional ethics perception scale for teacher-trainees (PEPS)

Institutes	Mean score	Interpretation
MCPS	175.42	Average
IIMT	182.66	Average
PMCCE	193.49	Average

Table 2 reveals about the perception towards professional ethics of the teacher-trainees, with the mean scores of all the three institutes, i.e., PMCCE, IIMT and MCPS 193.49, 182.66 and 175.42 respectively, have average score. The mean score does not differ much on the perception of professional ethics of teacher-trainees of all the three institutes.

B) Inferential Analysis

Inferential statistical analysis involves the process of sampling and the selection of a small group that is assumed to be related to the population from which it is drawn. Drawing conclusions about the population based upon observation of samples is the purpose of inferential analysis. Pearson's Product Moment Coefficient of Correlation and one-way ANOVA have been applied in the present study and the findings of which have been tabulated in Tables 3 and 4.

Table 3: Showing *F* ratio value and *F* critical value of three group of variance of teacher education institute climate

Source of variation	ANOVA					
	SS	df	MS	F	p-value	F-critical
Between groups	86893.14	4	21723.29	10.52918	1.18E-07	2.424193
Within groups	354862	172	2063.151	Significant		
Total	441755.1	176				

TESTING OF HYPOTHESES

The null hypotheses have been tested by applying appropriate statistical techniques which are given as below:

Hypothesis (Ho-I): There is no significant difference in the Teacher Education Institutes Climate of selected Institutes.

To accept or reject the above null hypothesis, the one-way ANOVA test was used which calculated the variance between the groups of three teacher education institutes. The result obtained thus is shown in Table 3.

Interpretation of the scores

Table 3 shows that the value of F ratio obtained are 10.52918, which is greater than the F critical value (2.42 $p > 0.05$). Therefore, it can be interpreted that there is a significant difference in the Teacher Education Institute Climate (TEIC) of teacher-trainees of three selected institutes. Thus null hypothesis is rejected. There is a significant difference in the Teacher Education Institute Climate of selected institutes.

Discussion

The result shows that there is a significant difference between the Teacher Education Institute Climate of three institutes. The mean score (301.90) of PMCCE is greater than the other two institutes, i.e., MCPS and IIMT 252.09 and 264.24, respectively. As environment and work culture were not common in all the three institutes, which include factors such as principal, teacher educators, pupil teachers, administration and infrastructure. Principal and the faculty were found to come across as warm and accessible. It seems their upright nature and warmth played an important role in maintaining the congenial and ethical environment of the institute. So, there is a significant difference in the Teacher Education Institute Climate of all the three training institutes.

Hypothesis (Ho-2): *There is no significant difference in the professional ethics of teacher-trainees of selected Institutes.*

To accept or reject the above null hypothesis, the one way-ANOVA test was used, which calculated the variance between the groups of three teacher education institutes.

Table 4: Showing F ratio value and F critical value of three group of variance of professional ethics of teacher-trainees

Source of variation	ANOVA					
	SS	df	MS	F	p-value	F-critical
Between groups	10450.61	4	2612.652	8.342689	3.57E-06	2.424193
Within groups	53864.66	172	313.1666			
Total	64315.27	176				

Interpretation of the Scores

The result obtained thus from the above table reveals that the value of F ratio is 8.342689, which is greater than the F critical value (2.42 $p > 0.05$). Therefore, it can be interpreted that there is a significant difference in the professional ethics of teacher-trainees of three selected institutes. Thus, null hypothesis is rejected and alternate hypothesis is accepted. Therefore, there is a significant difference in the professional ethics of teacher-trainees of selected institutes.

Discussion

The result shows that there is a significant difference between the perceptions of professional ethics of teacher-trainees of all the three institutes. The mean score (193.49) of PMCCE is greater than the other two institutes, i.e., MCPS and IIMT 175.42 and 182.66, respectively.

Since teacher education institute climate of PMCCE was better than the other two institutes, it also reflects on the professional ethics of the teacher-trainees of PMCCE. Professional ethics include factors such as teacher relationship with students, home, community, administration and with fellow teachers. This ethical and congenial environment has helped them to have the right perceptions of professional ethics in them and which is inculcated in the teacher-trainees of the institute.

Hypothesis (Ho3): There is no significant relation between Teacher Education Institute Climate and Professional Ethics of teacher-trainees of selected Institutes.

To test the significant relation between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes, Pearson Correlation Coefficient was calculated. $r = 0.665234$.

Interpretation of the Scores

The result shows that there is a substantial significant relationship with r calculated as 0.665234, between Teacher Education Institute Climate and professional ethics of teacher-trainees of three selected Institutes, i.e., PMCCE, IIMT and MCPS.

Discussion

The result thus shows that the Teacher Education Institute Climate plays an important role in the nurturing of professional ethics in teacher-trainees. The climate and environment is most congenial in PMCCE and therefore the perception of teacher-trainees towards professional ethics is also good and vice-versa. The institutional climate of these institutes has substantial correlation in between them. Thus, the null hypothesis is rejected and alternate hypothesis is accepted. Therefore, there is a significant relationship between Teacher Education Institute Climate and professional ethics of teacher-trainees of selected Institutes.

FINDINGS

The analysis and interpretation of the raw data lead to certain findings. These have been listed below:

- The Teacher Education Institute Climate of PMCCE is very good with mean score of 301.90 as compared to IIMT and MCPS with mean scores 264.2 and 252.09 respectively.
- The professional ethics of all three teacher education institutes have average mean scores 193.49, 182.66 and 175.42.
- There is a significant difference in the Teacher Education Institute Climate of selected institutes.
- There is a significant difference in the professional ethics of teacher-trainees of selected institutes.
- There is a significant relation between Teacher Education Climate and professional ethics of teacher-trainees of selected institutes.

EDUCATIONAL IMPLICATIONS

The findings of this study enabled the investigator to draw out some implications. By following these points, the teacher institutes may ensure a favourable environment for the nurturance of right professional ethics among the teacher-trainees. The Principal should keep in touch with all the activities of the teacher-training programme. He should be most suggestive by nature. He should be a morale booster for the teachers and the students.

- The teachers educators should try to complete the course of study systematically; they should take due interest in internship in teaching; they should be keen to develop personal contacts with the teacher-trainees.
- Students are the junior partners involved in the process of generating climate in the teacher education institute. So they should not do things that vitiate the institute atmosphere; they should participate in institute activities very enthusiastically and should try to develop community like life in their institute.
- Administration is considered to be the nucleus of the institute climate; so it should take due care in the execution of the well- planned programmes. There should be systematic management and human touch in institute administration.
- The impact of infrastructure facilities on the institute atmosphere cannot be ignored; it can help in generating the required climate by keeping the things in working order, maintenance of buildings, library, computer rooms, playgrounds, etc.
- Moral and value education should be given through class room interaction. It becomes the moral duty of every teacher to inculcate values through her teachings and by being a role model herself.
- Getting along with colleagues amicably and being able to work as a team is another quality a teacher should possess.

CONCLUSION

One of the major conclusions of the present study has been that the Teacher Education Institute Climate has direct bearing on the professional ethics of teacher-trainees. Therefore, the climate of the Teacher Education Institutes must be duly taken care of by principal, teacher educators, pupil teachers; it must be congenial and ethical, in order to help teacher-trainees develop the right perception towards professional ethics. The Teacher Education Institute Climate of PMCCE was found to be very good as compared to IIMT and MCPS. The perception towards professional ethics of teacher-trainees of all three teacher education institute has average scores.

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Study of Perception of Trainee Teachers towards Classroom Dynamics of In-Service Teachers

Deepthy Gupta^{1*}, Sangeeta²

ABSTRACT

A teacher is an important component of education for effective learning in all the aspects. Good teachers are rare. The qualities of good teachers are subtle; many of them are identifiable. Already there is constant updating and refinement in knowledge and skill of serving teachers and this has to be equipped in trainee teacher with befitting competencies and positive attitude towards profession. The transition from a trainee teacher to a teacher of students is a challenging and difficult journey that can take the novice through a whole odyssey of roller-coaster. So when trainee teachers enter into real world of school, they learn to adapt to the environment. But classroom dynamics faced by them is totally different and this study was done to explore the perception of trainee teachers towards classroom dynamics of in-service teachers. The results show that the acceptable behaviour of in-service teachers is good and non-acceptable behaviour of in-service teachers is average.

Keywords: Teacher education, Perception, Classroom dynamics, Teacher trainees, In-service teachers, Behaviour

INTRODUCTION

A good teacher never forgets what it is like to be a learner – vulnerable, anxious and dependent! A good teacher looks at a student and sees ‘only the soul of a human being’. A student is a teacher’s equal – both leading each other to grow in knowledge, both learning about ‘self’ and not playing a power struggle, both smiling in satisfaction for a job well done! – Susan Sheldon.

Education is a powerful and fundamental force in the life of man in shaping future mankind. Schools are the first places where kid’s behaviour is shaped. A teacher is the most important component of education for effective learning in all aspects. The teacher is the paramount factor in the teaching learning system. A sound educational system can flourish if two conditions are successfully met. First is the constant updating and refinement in knowledge and skill of serving teachers and second one is equipping student teachers (teacher trainees) with befitting competencies and positive attitude towards profession (Bhargava and Pathy, 2011). ‘Teaching is one of the few careers in which the least experienced members face the greatest challenges and the most responsibilities’ (Brock and Grady, 1995). Beginning teachers in this era of rapid change are required to wear many hats and take up expanded roles and responsibilities that may relate to teaching, curriculum changes, educational innovations, student learning experiences,

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professional development, working with parents and interacting with the community (Cheng, 2000). The training of the teacher does not stop with the course, but it continues even after the course also and in this concern teaching practice is the major component of teacher training course. Quick and Sieborger (2005) identified from teacher's response that 'Teaching practice allows students to find out if they wish to become a teacher. It puts students into the "real world" and allows them to put theory and philosophy into practice'. It puts the trainee teachers on the other side of the fence. They see the real world of teaching for the first time.

During teacher training, the trainee teachers face many types of the teaching experiences and these experiences affect their perception toward this profession. Teaching competence also bears the marks of perception, value and beliefs that the individual carries when he enters teacher training programme.

The trainee teachers observe all types of positive and negative classroom dynamics of the in-service teachers and this observation affects their perception and thus creating a mindset toward teaching profession. John Dewey stressed the need to see education as a single process involving teaching and learning. There is really no separation between the two, and only in our minds we can make this separation. Recent research in the field of brain-based learning affirms Dewey's insight, which, by the way, is also found in the educational approaches of indigenous cultures and many non-western civilisations. Thus, rather than ignoring or marginalising classroom dynamics or developing separate lesson plans to deal with it, we need to make these dynamics integral to teaching any academic subject. Although the teacher educators train them to keep positive outlook and develop a healthy attitude towards profession but the real scenario of the school affects them adversely.

NEED FOR THE STUDY

Every year trainee teachers go to different schools for practice teaching. They were trained keeping in mind the pedagogy of each subject, various teaching skills, and many other practices. They were taught to be an ideal teacher. But is the real environment of school so ethical? Actually it is not. When the trainee teachers go to schools for teaching practice they find that the actual scenario is totally different and when they come back to their college after completing their training they have so many questions and doubts in their minds regarding classroom dynamics of the school. The investigators discuss these things every year with trainee teachers. For this a research has been undertaken to study the perception of trainee teachers towards classroom dynamics of in-service teachers. Through this study the investigators want to study the various acceptable and non-acceptable behaviour of in-service teachers from the trainee teacher's point of view or what is perceived by trainee teacher in this regard.

OBJECTIVES OF THE STUDY

- To study the perception of trainee teachers towards classroom dynamics of in-service teachers.
- To study the perception of trainee teachers towards acceptable behaviour of in-service teachers.

- To study the perception of trainee teachers towards non-acceptable behaviour of in service teachers.

OPERATIONAL DEFINITIONS

- *Perception*– when a person becomes consciously aware of the environmental stimuli and begins to analyse and interpret the perceived objects in order to give them meaning and context.
- *Trainee teachers*– the persons undergoing training required to become a teacher.
- *In-service teacher*– the persons who are in the profession of teaching at school level.
- *Classroom dynamics*– it includes teachers' behaviours, emotions and ways of presenting academic materials, students' interactions with teachers.
- *Acceptable behaviour*– the manner which is worthy of being accepted when it operates.
- *Non-acceptable behaviour*– the manner which is worthy of not being accepted when it operates.

REVIEW OF RELATED LITERATURE

A real teacher is one who comes through many years of training and experiences in the field. The teachers must love their career in order to pass enthusiasm, to assist and to provide a warm environment to the students. This will help to bring an effective relationship between students and teachers. Doveston and Keenaghan (2006) worked with teachers and students in developing more effective and satisfying interpersonal relationships in the classroom. Their approach focused on increasing the capacity of a classroom community to address and measure its progress in the social and emotional competencies which that community has identified as being important. This can be worked as the motivation to become a teacher. There could be many other factors that will motivate a person to become a teacher. Canrinus and Bruinsma (2011) studied motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that their self-efficacy regarding their tasks within the broader school context significantly decreased during their training period. The pre-service teachers' change in teachers' motivation, professional commitment and self-efficacy appeared to be unrelated to these teachers' perceptions of their learning environment. In the related study it was observed that the training period at a pre-service level influences the perception of trainee teachers. This could happen because of the experience which a trainee teacher gets in the school. Quick and Sieborger (2005) sought to identify the factors that make a qualitative difference to school experience in the training of teachers.

METHOD OF THE STUDY

The study was conducted through the descriptive survey method.

Sample

A sample of 100 science and mathematics trainee teachers was selected from B.Ed. College of

GGs Indraprastha University, Delhi. The results indicated some of the areas in which trainee teachers identified the need for future professional development that would contribute towards expert training. The study of perception of trainee teachers towards classroom dynamics of in-service teachers was also under taken.

Tool of the Research

Tool used in the study for collection of data and to achieve objectives of the study was a self-made 3 point rating scale by the investigators. Total 20 items were there in the rating scale and among these 17 items are of acceptable behaviour while 3 are of non-acceptable behaviour.

Analysis and Interpretation

The data collected through the tool were systematised and organised in the tabular form. Then data were analysed quantitatively and qualitatively.

Objective 1: To study the perception of trainee teachers towards classroom dynamics of in-service teachers. Table 1 shows the details of frequency of trainee teachers towards classroom dynamics of in-service teachers.

Table 1: Details of frequency of trainee teachers towards classroom dynamics of in-service teachers

Classinterval	Frequency	Classroom dynamics
0–10	0	Nil
10–20	15	Low
20–30	45	Average
30–40	40	Good

From Table 1 it can be interpreted that:

Forty-five in-service teachers have average classroom dynamics in the classroom.

Forty in-service teachers have good classroom dynamics in the classroom.

Fifteen in-service teachers have low classroom dynamics in the classroom.

None of the in-service teachers have nil classroom dynamics in the classroom.

From these results it can be concluded that maximum of in-service teachers show average classroom dynamics (acceptable and non-acceptable behaviour).

Graph 1: Classroom Dynamics

The data were also analysed graphically on the basis of Table 1 showing frequency distribution of classroom dynamics maximum at average.

Objective 2: This objective was concerned with the study of the perception of trainee teachers towards acceptable behaviour of in-service teachers. The following table shows the details of frequency of trainee teachers towards acceptable behaviour of in-service teachers.

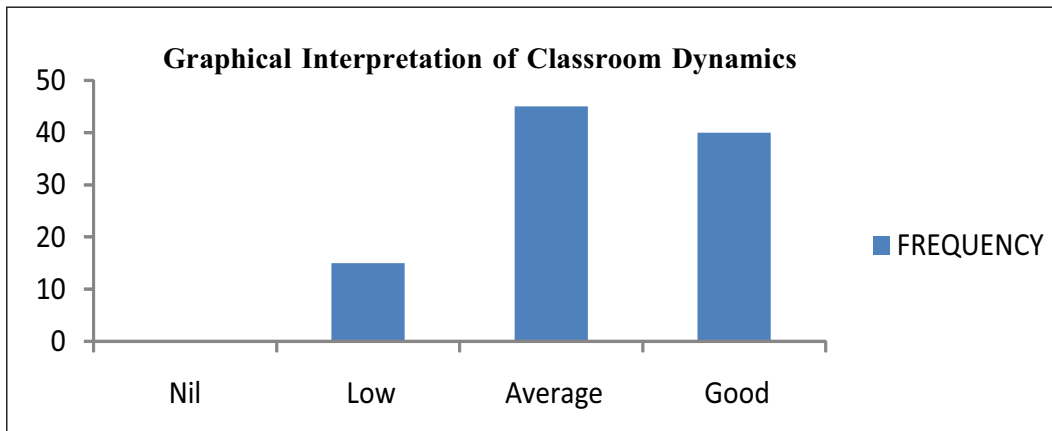


Table 2: Details of frequency of trainee teachers towards acceptable behaviour of in-service teachers

Class interval	Frequency	Acceptable behaviour
0–7	0	Nil
7–14	5	Low
14–21	23	Average
21–28	62	Good
28–35	10	Very good

From Table 2 it can be interpreted that:

Sixty-two in-service teachers have good acceptable behaviour in the classroom.

Twenty-three in-service teachers have average acceptable behaviour in the classroom.

Ten in-service teachers have very good acceptable behaviour in the classroom.

Five in-service teachers have low acceptable behaviour in the classroom.

And none of the in-service teachers have nil acceptable behaviour in the classroom.

From these results it can be concluded that maximum of in-service teachers show good acceptable behaviour means they teach according to planning, using good teaching aids, proper classroom communication, mannerism, individual attention, etc., and after that average acceptable behaviour was reflected, and so on.

Graph 2: Acceptable Behaviour

The data were also analysed graphically on the basis of Table 2 showing frequency distribution of acceptable behaviour maximum at good.

Objective 3: this objective was concerned with the study of the perception of trainee teachers towards non-acceptable behaviour of in-service teachers. The following table shows the details of frequency of trainee teachers towards non-acceptable behaviour of in-service teachers.

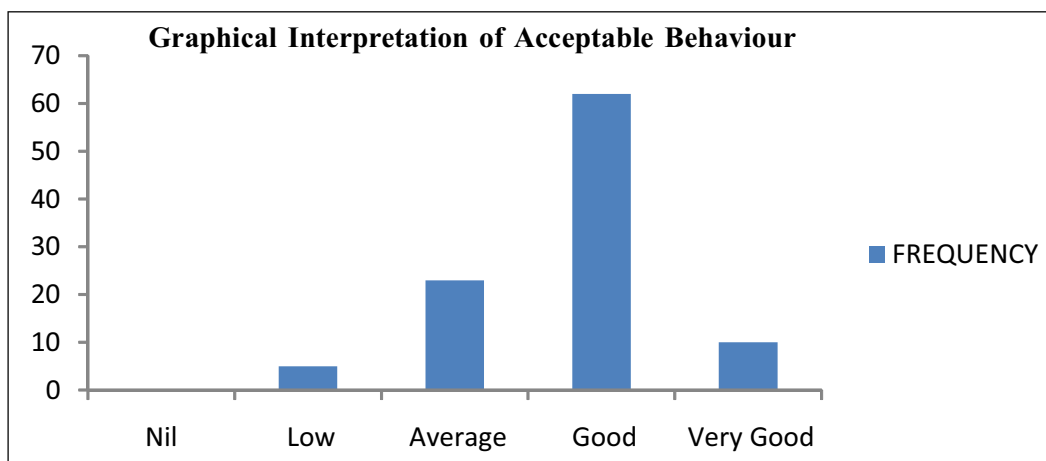


Table 3: Details of frequency of trainee teachers towards non-acceptable behaviour of in-service teachers

Score	Frequency	Non-acceptable behaviour
0	2	Nil
1	4	Very low
2	12	Low
3	31	Average
4	15	Good
5	25	Very good
6	11	Excellent

From Table 3 it can be interpreted that:

Thirty-one in-service teachers have average non-acceptable behaviour.

Twenty-five in-service teachers have very good non-acceptable behaviour.

Fifteen in-service teachers have good non-acceptable behaviour.

Twelve in-service teachers have low non-acceptable behaviour.

Eleven in-service teachers have excellent non-acceptable behaviour.

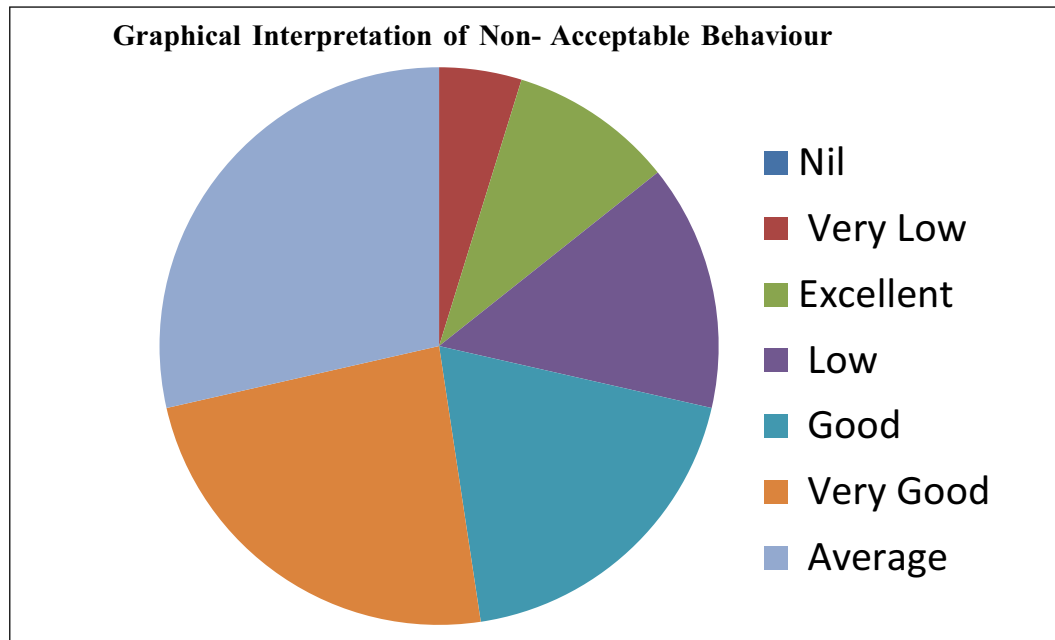
Four in-service teachers have very low non-acceptable behaviour.

Two in-service teachers have nil non-acceptable behaviour.

From the results it can be interpreted that maximum of trainee teachers perceives that non-acceptable behaviour of in-service teachers was average. Non-acceptable behaviour such as corporal punishment to maintain discipline was used by the in-service teachers and biased behaviour was also shown by them.

Graph 3: Non-Acceptable Behaviour

The data were also analysed graphically on the basis of Table 3 showing scores distribution of non-acceptable behaviour maximum at average.



FINDINGS OF THE STUDY

- Maximum number of in-service teachers has average classroom dynamics as perceived by trainee teachers.
- Maximum number of in-service teachers has good acceptable behaviour as perceived by trainee teachers.
- Maximum numbers of in-service teachers has average non-acceptable behaviour as perceived by trainee teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

- The study would help the trainee teachers in learning classroom dynamics and identifying acceptable and non-acceptable behaviour of in-service teachers.
- It would also help the in-service teachers in making them aware about their classroom dynamics so that they can improve on the lacking parts.
- The study would help the trainee teachers in avoiding non-acceptable behaviour of classroom dynamics in future.
- It would help the trainee teacher in ranking the classroom dynamics according to the requirement of school students.

- Trainee teachers can understand the real scenario of classroom in better way through the study.
- It would help the trainee teachers to experience the work of a teacher that will give them confidence and improves their performance in teaching, motivating, encouraging and leading students.
- Basic competencies required for teaching such as honesty, patience, kindness and caring attitude can be enhanced among trainee teachers.
- Teacher educators would also be benefitted in training trainee teachers according to the real classroom environment in the present scenario.

CONCLUSION

The investigators have taken up this research to study the perception of trainee teachers towards the classroom dynamics of in-service teachers. This study arrived at the conclusion that the maximum numbers of teachers have average classroom dynamics. Two types of behaviours were taken acceptable and non-acceptable. A maximum number of teachers have good acceptable behaviour and average non-acceptable behaviour according to this study. This shows that to be a good quality teacher we should have maximum acceptable behaviour.

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Assessment of Emotional Intelligence of Tribal Adolescents of Eklavya Model Residential School, Shahpur, Betul

Shelly Jain

ABSTRACT

The study was conducted on 46 tribal adolescents (23 boys and 23 girls) of 16–18 years studying in Eklavya Model Residential School, Shahpur, district Betul (MP). The sample was selected randomly for study. The level of emotional intelligence of the tribal adolescent was assessed by administering a standardised emotional intelligence inventory MEH (2004) by Dr. S.K. Mangal and Dr. Shubhra Mangal. For the purpose of the analysis and interpretation of the data the mean, standard deviation, and t-test statistical techniques were applied.

Keywords: Emotional intelligence, Adolescents, Tribal, Eklavya model residential school mean, Standard deviation, t-test

INTRODUCTION

When we go through the dictionary meaning, *emotional* means something connected with people's feelings and *intelligence* means the ability to learn, understand and think in a logical way about things, the ability to do things. Emotional intelligence is the capacity to recognise our own feeling and those of others for motivating ourselves and for managing emotions well ourselves in our relationship (Goleman, 1998). Emotional intelligence is the ability of an individual to know, feel, use and communicate or even monitor one's own or other's emotions. The term 'emotional intelligence' appears to have originated with (Wayne Pyne, 1985¹) of USA who wrote a doctoral dissertation.

Adolescence is a period during which a young person learns who he is and what he really feels. It is a crucial time for young to develop their capacity for empathy, abstract thinking and future time perspective, a time when the close and dependent relationship with parent begin to give way to more intense relationship with peers and other adults. It has been regarded as a group searching for them to find some form of identity and meaning in their lives (Erickson, 1968). Youth today are living in an anxiety-ridden atmosphere, 'an age of anxiety'. The new generation has to live, eat and breathe competition, which makes them vulnerable to the treats of various psychometric problems. Regarding the present emotional state of adolescents, Goleman (1995) cited that 'there is worldwide trend for the present generation to be more troubled emotionally than the last, more lonely and depressed more angry and unruly; more impulsive and angry and more nervous and prone to wrongs'.

¹Shodhganga.inflibnet.ac.in

Need and Importance of the study

Adolescence is the most vulnerable stage to the emotional problems; thus teaching adolescent about emotions and how they deal with others as well as their actions can be very helpful in their daily struggles and maintaining good relationship. If the emotions are channelled and controlled properly, there is a compulsory development in academic, social and personal areas of the adolescents.

It is found that less time is spared for the child to play or even relax. As lot of programmes are launched for tribal people for the upliftment and to bring them to main stream, the emotional intelligence, that is, the ability to get adjusted with new people and new situation, needs to be addressed and strengthened. To amalgamate tribal adolescents in main stream, it is necessary to study the emotional intelligence of tribal adolescents of Eklavya Model Residential School (EMRS), Shahpur, district Betul, MP.

Review of Related Literature

Goleman (1996) stated that emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. Goleman (1995) and Molouff and Schette (1998) found in their study that the persons with higher emotional intelligence were more socially accepted and they display better social skills. Katyal and Awasthi (2005) did a study on gender differences in emotional intelligence, among adolescents of Chandigarh; 150 students of class ten (standard X) from different government schools in Chandigarh were selected randomly for the assessment of gender differences in emotional intelligence.

The data were collected through standardised emotional intelligence test (Codaty, 2001). The findings revealed that majority of boys and girls of the total sample had shown good emotional intelligence. Girls were found to have high emotional intelligence than that of boys.

Objective

To study the difference in the subareas of emotional intelligence among the tribal adolescents of EMRS with reference to gender difference.

Hypothesis

There is no difference in subareas of emotional Intelligence among the tribal adolescents of EMRS with reference to gender difference.

Sample

The sample for the present study consists of tribal adolescents (16–18 years of age) from EMRS. The sample for investigation consisted of 46 tribal adolescents (23 boys and 23 girls) selected randomly.

Method Descriptive

Descriptive survey type of research method of investigation was applied for the study.

Tool

Mangal Emotional Intelligence Inventory (MEI) 2004 is used to assess the emotional intelligence of the adolescents.

Statistics Used for Analysis

The scoring and tabulation of the data was done as per the said instruction given in test manual. For the purpose of the analysis and interpretation of the data, the means, standard deviation and *t*-test statistical techniques were applied.

Analysis and Interpretation of the Data

Emotional intelligence of the tribal adolescents of EMRS with respect to gender.

The calculated *t* value for various aspects of emotional intelligence is not significant at the level of 0.05. Hence, there is no significant difference between boys and girls in their emotional intelligence in all the areas. Therefore the *null hypothesis*, there is no significant difference between boys and girls in their emotional intelligence, is accepted.

Major Findings of the Study

The major findings of the study were as follows:

1. There is no significant difference between the tribal adolescent boys and girls of EMRS in their Emotional Intelligence as a whole.
2. There is no significant difference between tribal adolescent boys and girls of EMRS in the intrapersonal awareness area of Emotional Intelligence.
3. There is no significant difference between tribal adolescent boys and girls of EMRS in the intrapersonal management area of Emotional Intelligence.

Table 1: Means, SD and ‘t’ values of emotional intelligence of tribal adolescents of EMRS with respect to gender

Area	Sex	N	Mean	SD	t value
Whole tool	Boys	23	65.56	8.87	0.383
	Girls	23	64.08	9.66	
Intrapersonal awareness (own emotions)	Boys	23	16.43	4.13	1.593
	Girls	23	14.73	3.51	
Interpersonal awareness (other's emotions)	Boys	23	15.91	2.63	0.070
	Girls	23	16.00	3.77	
Intrapersonal management (own emotions)	Boys	23	16.26	3.66	0.690
	Girls	23	15.26	3.24	
Interpersonal management (other's emotions)	Boys	23	16.86	3.50	+1.01
	Girls	23	18.13	2.56	

t is not significant at 0.05 level

CONCLUSION

Emotional Intelligence is above all other developments during adolescence period. The study has wide implications. The study revealed that there is no difference between tribal adolescent boys and girls in the Emotional Intelligence.

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Academic Achievement Motivation of College Students in Relation to their Metacognition

Jyoti Bhalla

ABSTRACT

This study investigated the academic achievement of college students in relation to their metacognition. Data was collected from a sample of 200 college students of rural and urban areas of Kapurthala district of Punjab state only. Achievement motivation scale by T.R. Sharma (1984) was used to explore the academic achievement motivation and metacognition inventory scale by Punita Govil (2003) was used to explore the metacognition of college student. Data was analysed by using t-test and Karl Pearson coefficient of correlation. The main findings of the study were as follows: the male college students differed significantly from female college students with respect to their academic achievement motivation. The female college students have better academic achievement motivation than male college students. The male college students differed significantly from female college students with respect to their metacognition. The female college students have better metacognition than male college students. The rural and urban college students do not differ significantly with respect to their academic achievement motivation. The rural college students do not differ significantly from urban college students with respect to their metacognition. There exists positive correlation between academic achievement motivation and metacognition of college students.

Keywords: Academic achievement motivation, Metacognition, College students

Motivation plays an important role in students' interest in study and pushes them to learn and achieve their target progressively. Motivation is the driving force behind every human action. Achievement need of a person became the main drive to succeed in academic level. Motivation will influence people's actions and their emotion in performing such action especially in academic results. Motivation is one of the most important components of learning in any educational environment (Miltiadou and Savenye, 2003). Motivation facilitates learning and it enhance academic performance (Covington, 2000). Psychologists and educators have long considered the role of motivation in student achievement and learning

Motivating factor can be divided into intrinsic and extrinsic aspects where intrinsic motivation is more towards accomplishment out of obligation and with the satisfaction of showcasing competency and surpassing the expectation set by them Intrinsic motivation is related to engaging in an activity for its own sake, for mastery and learning purposes; while extrinsic motivation is related to engaging in a task as a result of external rewards or punishments. For a student, this means a concern about grades, pleasing others, or being better than others. On the other hand, motivation that stems from factors such as interest or curiosity is called

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intrinsic motivation. Intrinsic motivation is the natural tendency to seek out and conquer challenges as individuals pursue personal interests and exercise their capabilities. Students who are high in achievement orientations are more intrinsically motivated, primarily concerned with developing their competences; they tend to use internal standards for judging their improvement (King, 2007). When students are intrinsically motivated, they tend not to need any incentives because the activity itself is rewarding to them. In contrast, extrinsic motivation is the motivation to engage in an activity as a means to an end. Students who are extrinsically motivated tend to work on tasks because they believe that participation will result in desirable outcomes such as a reward such as a good grade, or a diploma, teachers' praise or avoidance of punishment. Intrinsic motivation and extrinsic motivation represent two different points of a continuum and each ranges from high to low.

IMPORTANCE OF ACHIEVEMENT MOTIVATION

Motivation is one of the most important components of success. Motivation is helpful for academic achievement. Academic achievement motivation has been referred to as the need for achievement, a wish to do well. It refers to behaviour of an individual who strives to accomplish something to do best, to excel others in performance. This involves competitions with a particular standard of excellence of performance. Academic achievement motivation is learned motive to complete and to strive for success. Academic achievement motivation is a pattern of planning of actions and of feeling connected with hard efforts to achieve some internalised standard of excellence. It involves a fundamental assumption that the desire to achieve something of excellence is inherent in all being. Academic achievement motivation concentrates primarily upon the achievement-related behaviour, behaviour in which there is competition with a standard of excellence. Academic achievement motivation mostly concerns of education to ensure that each child is able to make most of his abilities. The problem why students achieve or fail in school has always interested the areas of psychologists and educators. Achievement in itself has become more or less a power symbol and way of life. The schools should also help the children to develop short-range goals. The classroom tends to be an achievement-oriented setting in which children are urged to do well to meet the high standards of performance (Sud and Prabha, 2003). Academic performance is a complex behaviour of the students and it underlies several abilities, for example, memory, previous knowledge or aptitude as well as psychological factors such as motivation, interests, temperaments or emotions (Deary *et al.*, 2004).

NEED OF THE STUDY

The major theoretical perspectives which have laid the basis for extensive body of research consider that the particular individual/group/culture possesses achievement motivation to greater or lesser degree in the form of competitive effort and individualistic striving, which results in economic growth or success. Academic achievement constitutes a socially desirable, equally relevant and integral aspect of all students' lives such that all students are motivated to seek academic excellence. Academic achievement is the outcome of training imparted to a student by the teacher in school situation. Teacher should develop good study habit for higher achievement of students.

REVIEW OF LITERATURE

Various studies showed a positive trend linking high performance on the achievement and good study habits (Snyder, 2000). Broussard and Garrison (2004) revealed significant relationship between academic performance and motivation. They found that successful students have significantly higher motivation for achievement than unsuccessful students. Deshmukh (2000) considered the positive aspect of achievement motivation as to have a sense of attainment, self-actualisation or self-fulfilment. Singh (2011) compared the academic achievement motivation of adolescent from aided and non-aided school. Results showed that there is significant difference in academic achievement motivation between aided and non-aided high school boys, there is significant difference in academic achievement motivation between aided and non-aided high school girls and there is no significant difference in academic achievement motivation between aided and non-aided high school pupils. Agarwal and Singh (2004) revealed that boys of co-educational institutions have more achievement motivation than the students of single sex institutions whereas there was no impact of kind of institutions on the emotional intelligence and achievement motivation. Apart from this Kaur and Manju (2007) compared the level of achievement motivation, self confidence and assertiveness among adolescent girls of Jaipur district. Results revealed that the urban girls showed greater achievement motivation and assertiveness related responses whereas the rural girls showed greater self confidence related responses.

Tripathi and Swarnkar (2008) found significant effect of achievement motivation on creative thinking of school students of Pratapgarh district of Uttar Pradesh. They found that achievement motivation and anxiety of students were negatively correlated. Boys unlike girls have higher achievement motivation and those belonging to the middle socioeconomic status have higher achievement motivation than those who come emotionally intelligent from upper or lower socioeconomic status group. So interaction of sex and socioeconomic status is significant in producing differences in achievement motivation scores. Taden *et al.* (2004). Explored that regulating function of planning and metacognitive strategies could explain the positive effects of resource management strategies and metacognitive strategies on exam scores. The use of metacognition appears to be related to academic achievement and enhanced learning outcomes Suman *et al.* (2007) investigated the level of achievement motive, anxiety and power motive among scheduled caste. The results revealed that there is no significant difference between achievement motive and anxiety of the subjects. But there was a significant difference in power motive of the subjects.

Achievement motivation plays a very important role in understanding one's own capabilities and monitoring and controlling one's cognition. Active control over the cognitive processes engaged in learning is nothing but metacognition. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further divides metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables. Metacognition is generally defined as the activity of monitoring and controlling one's cognition. It can further be defined as what we know about our cognitive processes and how we use these processes to learn and remember (Orsmond *et al.*, 2004). Researchers further conceptualise metacognition by breaking down

metacognition into two subcomponents: metacognitive knowledge and metacognitive regulation. These two subcomponents have been theorised to be related to one another. Metacognitive knowledge can be described as what we know about our own cognitive processes. Declarative, procedural and conditional knowledge may all be considered subcomponents of metacognitive knowledge. Declarative knowledge involves what we know about how we learn and what influences how we learn. Procedural knowledge is our knowledge about different learning and memory strategies, procedures that work best for us. Conditional knowledge is the knowledge we have about the conditions under which we can implement various cognitive strategies. As a whole, our knowledge of cognition refers to what we know about how we learn, the procedures and strategies that are the most effective for us and about the conditions under which various cognitive activities are most effective.

Biggs predicts increased academic success from the use of metacognition. Biggs defined metacognition as ‘knowledge concerning one’s own cognitive processes and the active monitoring and regulation of these processes’. He combines a student’s motive in approaching a learning task with a metacognitive strategy to produce a distinct approach to learning. He recognised three separate approaches: a surface approach, a deep approach and an achieving approach. A surface approach is usually composed of a surface motive, which is an attempt to meet minimum institutional requirements, and a surface strategy, limited to rote memorisation of bare essentials. A deep approach combines a deep motive, such as actualising interest and competence, with a deep strategy, such as relating information to previous knowledge. An achieving approach joins an achieving motive, such as ego enhancement through good grades, with an achieving strategy, such as organising time and work space and regulating behaviour to that expected of a good student.

Efklides and Petkaki (2002) noted that persons who engage in cognitive tasks experience various affects, such as interest, and form judgments regarding their task processing and how well they are doing. These feelings and judgments regarding the learning achieved are metacognitive in nature because they monitor features of the cognitive processing of the task at hand and the person’s response to it. The Awareness of Independent Learning Inventory (Meijer *et al.*, 2006) assesses not only metacognitive knowledge and regulation, but also metacognitive experiences influence success of individual. Researches have shown that students who strongly adopt mastery goals reported more metacognitive knowledge than students with less strong mastery goals. Apart from this learning orientation predicted metacognitive regulation. In contrast, Sperling *et al.* (2004) reported that intrinsic motivation was not related to the engagement in metacognitive activities.

Achievement goal literature is concerned with why a student is pursuing a task and how the orientation to the task can influence many of the different processes of self-regulation (Pintrich *et al.*, 2000). When students pursue mastery goals they are motivated to master and learn the material. They are focused on the task and ask themselves: ‘How can I understand this?’ or ‘How can I do this?’ With mastery goals, students actively search their memory for relevant prior knowledge, such as content knowledge and metacognitive knowledge about the task and strategies, relevant for mastering the material. In Indian context, the research on academic

achievement motivation with regard to other psychological variables has been conducted, but very few studies were found to examine the association between academic achievement motivation and metacognition. The findings of the present study will provide insight to teachers to enhance students' attitudes or beliefs in their own capability to propel engagement in the learning process.

OBJECTIVES

- To explore the difference between male and female students with respect to their academic achievement motivation
- To find out the difference between male and female students with respect to their metacognition
- To reveal the difference between rural and urban area students with respect to their academic achievement motivation
- To explore the difference between rural and urban area students with respect to their metacognition
- To find out the relationship between academic achievement motivation and metacognition

Hypotheses

The null hypotheses (H_0) has been formulated for the present study.

H_0 -1: There exist no significant differences between male and female with respect to their academic achievement motivation.

H_0 -2: There exist no significant differences between male and female with respect to their metacognition.

H_0 -3: There exist no significant differences between rural and urban area students with respect to their academic achievement motivation.

H_0 -4: There exist no significant differences between rural and urban area students with respect to their metacognition.

H_0 -5: There is no relationship between academic achievement motivation and metacognition.

METHODOLOGY

For the present study descriptive survey method has been employed and a sample of 200 college students, both boys and girls of urban and rural areas of Kapurthala district of Punjab, selected through purposive random sampling technique.

Tools Used

Following tools were used by the investigator for collecting data:

1. Academic achievement motivation by T.R. Sharma (1984)
2. Metacognition inventory by Punita Govil (2003)

Statistical Techniques Employed

For analysing the data *t*-test and Karl Pearson coefficient of correlation were used by the investigator.

Group Comparison of Male and Female College Students with Respect to their Academic Achievement Motivation

Analysis and Interpretation

(A) Group comparison of male and female college students with respect to academic achievement motivation

The objective of the present study was to find out the difference between male and female college students with respect to their academic achievement motivation. For this purpose academic achievement motivation scale and metacognition inventory were administered on the college students. Further *t*-value was calculated to ascertain the significance of difference between male and female students and same were described in Table 1.

Table 1: Mean differentials of male and female college students with respect to academic achievement motivation

Gender	N	Mean	SD	df	t-value	Inference
Male	100	22.99	8.30	198	5.62	Significant
Female	100	28.33	4.54			

Table 1 clearly reveals that the mean scores of male and female college students came out as 22.99 and 28.33, respectively. Further calculated *t*-value of the magnitude 5.62 which is greater than tabulated value (2.60) at 0.01 level of significance, which shows that *t*-value is statistically significant. Thus, the null hypothesis, that is, 'There exist no significance differences between male and female college students with respect to their academic achievement motivation', stands rejected. This indicates that male and female college students differ significantly with respect to their academic achievement motivation. On comparing the result on mean scores, it is found that the mean score of female students (28.33) is higher than male students (22.99), which indicates that female students have high level of academic achievement motivation as compared to male students. This may be due to the reason that girls are having strong implicit needs to achieve their set goals and they are having more desire to meet standards of excellence. The results of this study enjoy the support from the research conducted by Kaur (2004) who reported that girls are having greater academic achievement motivation as compared to boys. The results of this study goes against the results of research conducted by Upadhaya *et al.* (2003), who reported that there is no significant difference between boys and girls with respect to their academic achievement motivation.

(B) Group comparison of male and female college students with respect to their metacognition

The objective of the present study was to find out the difference between the male and female college students with respect to their metacognition. After collection of data, it was analysed with the help of *t*-test. The results have been shown in Table 2.

Table 2: Showing the significant difference between male and female college students with respect to metacognition

Gender	N	Mean	SD	df	t-value	Inference
Male	100	79.55	11.48	198	6.37	Significant
Female	100	90.99	13.84			

The results inserted in Table 2 clearly revealed that the mean scores of male and female college students came out as 79.55 and 90.99, respectively. Further calculated t -value is 6.37, which is greater than tabulated value (2.60) at 0.01 level of significance, which shows that t -value is statistically significant. Thus the null hypothesis, that is, 'There exist no significant differences between male and female college students in respect to their metacognition' stands rejected. This indicates that male and female college students differ significantly with respect to their metacognition. On comparing the result of mean scores, it is found that mean score of female students (90.99) is higher than male students (79.55), which indicates that female students have high level of metacognition as compared to male students. This may be due to the reason that girls are having high cognitive strategies and regulatory skills as compared to boys.

(C) Group comparison between rural and urban area students with respect to their academic achievement motivation

The objective of the present study was to find out the difference between rural and urban area students in relation to academic achievement motivation. After collection of data it was analysed with the help of t -test. The results have been shown as follows:

Table 3: Group comparison between rural and urban area students with respect to their academic achievement motivation

Area	N	Mean	SD	df	t-value	Inference
Rural	100	25.4	6.09	198	0.51	In significant
Urban	100	25.92	8.13			

The result inserted in Table 3 clearly reveals that mean scores of rural and urban college students were 25.4 and 25.92, respectively. Further calculated t -value of the magnitude 0.51, which is less than tabulated value (2.60) at 0.01 level of significance, shows that t -value is statistically insignificant. Thus, the null hypothesis, that is, 'There exist no significance differences between rural and urban college students in respect to their academic achievement motivation', stands accepted. This indicates that both rural and urban college students do not differ significantly in their academic achievement motivation. This may be due to that the rural and urban have equal strong urge to achieve something and both are internally motivated to do well. They both have tendency to endeavour for success.

(D) Group comparison between rural and urban college students with respect to their metacognition

The objective of the present study was to find out the difference between the rural and urban

college students with respect to their metacognition. After collection of data, it was analysed with the help of t -test. The results have been shown in Table 4.

Table 4: Relationship between the level of academic achievement motivation and metacognition of college students

Gender	N	Mean	SD	df	t -value	Inference
Rural	100	84.45	12.91	198	0.83	In significant
Urban	100	86.09	14.93			

The result inserted in Table 4 clearly revealed that mean scores of rural and urban area students are 84.45 and 86.09, respectively. Higher mean score of urban students indicate that urban students are having high level of metacognition as compared to rural area students. Further calculated t -value between male and female students of the magnitude 0.83 is less than tabulated value (2.60) at 0.01 level of significance, which points out that t -value is statistically insignificant. Thus the null hypothesis, that is, 'There exist no significance differences between rural and urban college students with respect to their Metacognition', stands accepted. This indicates that rural and urban college students do not differ significantly with respect to their metacognition. This may be due to that rural or urban students have equally regulatory skills like planning, monitoring and evaluation which are helpful to develop the cognitive skills to achieve their standard goals.

(E) Relationship between academic achievement motivation and metacognition of college students

The mean objective of the present was to find out the relationship between the level of academic achievement motivation and metacognition of college students. To find out the relationship between the level of academic achievement motivation and metacognition of college students, correlation was calculated. The results have been shown in Table 5.

Table 5: Relationship between the level of academic achievement motivation and metacognition of college students

Variable	Number	df	r -value	Inference
Academic achievement motivation	200	198	0.289	Positive Correlation
Metacognition				

It is clear from the results inserted in Table 5 that coefficient of correlation (r) between academic achievement motivation and metacognition was found to be 0.289, which is greater than tabulated value (0.181) at 0.01 level of significance, which shows that the r -value is statistically significant. Thus the null hypothesis, that is, 'There is no relationship between academic achievement motivation and metacognition', stands rejected. Though r -value is statistically significant, yet positive correlation is indicative of the fact that both variables go in same direction. This shows that the metacognition is an important factor of academic achievement motivation. The students with high level of achievement motivation use their declarative knowledge, procedural knowledge, conditional knowledge to have desirable academic success.

MAJOR FINDINGS AND CONCLUSION

1. The female college students differed significantly from male college students with respect to their academic achievement motivation. Higher mean scores of female college students indicate that female students have better academic achievement motivation than male college students. This may be due to the reason that girls are having strong implicit needs to achieve their set goals and they are having more desires to meet standards of excellence.
2. The female college students differed significantly from male college students with respect to their metacognition. Higher mean score of female students indicates that female college students have better metacognition than male college students. This may be due to the reason that girls are having high cognitive strategies and regulatory skills compared to boys.
3. The rural and urban college students do not differ significantly with respect to their academic achievement motivation. This may be due to that the rural and urban have equal strong urge to achieve something and both are internally motivated wish to do well. They both have tendency to endeavour for success. They both are related to same factors like cognitive factor, noncognitive factor, home environment factor, and so on.
4. The rural and urban college students do not differ significantly with respect to their metacognition. This may be due to that rural or urban students have equally regulatory skills like planning, monitoring and evaluation which are helpful to develop the cognitive skills to achieve their standard goals.
5. There exists a positive correlation between academic achievement motivation and metacognition of college students. Metacognition is an important factor of academic achievement motivation. The students with high level of achievement motivation use their declarative knowledge, procedural knowledge or conditional knowledge; they have desirable academic success.

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Environmental Awareness among Postgraduate Students

Anjali Gupta

ABSTRACT

Present study relates to the environmental awareness among postgraduate students of Arts and Science streams of C.C.S. University, Meerut. A sample of 100 postgraduate students, out of which 50 Science students and 50 Arts students were selected by stratified random sampling technique. For obtaining the data, environmental awareness test by Praveen Kumar Jha was used. The findings of the study suggest that female postgraduate Arts students are having better understanding and awareness regarding environmental awareness than male Arts postgraduate students and the male postgraduate Science students were having better environmental awareness than the female postgraduate Science students where as the postgraduate students of Science and Arts stream are having equal levels of environmental awareness.

Keywords: Environmental awareness, Postgraduate, Environmental problems, Impact of environmental awareness on students, Educational implications of environmental awareness

Polluted environment endangers the human race by threatening its survival on the planet earth. Boundaries of any nation cannot limit these environmental problems to a particular country and region, but its impact is global one. This large scale environmental degradation has caused a global concern about the conservation and protection of the earth's environment. Several species of animals and plants have already vanished from the face of earth and many more are on the verge of extinction, because of themindless industrialisation and progress. We have exploited the environment without any thought of consequences. The attitude of our modern civilisation is reflected in the criteria for the development which includes such parameters as the consumption of electricity, water, newsprint, etc. but do not take into account the consequences of consumption such as amount of garbage, level of pollution, number of suicides and so on. If the trend continues, the world will become an inhospitable place for mankind. We are facing an ecological crisis because we are out of harmony with nature's ways of survival, we take from nature which cannot be replaced and create waste that cannot be disposed of.

Hence, efforts are being made for inculcating environmental consciousness or awareness among the masses. It is education which can make the human beingconscious and knowledgeable about environment and environmental problems. Environmental education is the process of recognising values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture, and his biophysical surroundings. Environmental education also entails in decision making and self

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formulation of a code of behavior about issues of environmental quality. The goals of environmental education were defined as creating environmental awareness; imparting general knowledge for a basic understanding of environment, acquiring environmental friendly attitudes and values and generating new patterns of behaviour towards environment. Moreover, awareness is essential for the action. The main purpose of environmental education in colleges is to acquaint and sensitise the young minds to the environmental problems and concerns, to inculcate in them healthy personal and social attitude and behaviour towards environment. Thus, students must have awareness about environment and the problems associated with it so that they can play their role very effectively. Hence, it is necessary to know how far the college students are aware about environment and environmental problems.

JUSTIFICATION OF THE STUDY

Over recent decades, global problems relating to degradation of natural resources and pollution have increased dramatically. Natural resources are depleted by excessive use. Fresh water scarcity on a global scale, deforestation, degradation of coastal and marine areas, soil depletion and loss of biodiversity, are some of the problems that have become a major concern.

Air and water pollution have reached such levels that have already resulted in serious health problems, as well as negative impact on the environment, and inevitably influencing prospects for long-term economic growth. Awareness is essential to solve these problems. By scanning the curriculum evidence it has been found that environmental education concepts in terms of awareness and knowledge seem to be adequately covered, while development of skill for the study of environment and environmental ethics, attitude and actions need to strengthening (Bandhu, 1999). That is why, the present venture had been made in this direction to study the awareness towards environment among the postgraduate students.

OBJECTIVES OF THE STUDY

1. To compare the environmental awareness of male postgraduate students of Science and Arts stream.
2. To compare the environmental awareness of female postgraduate students of Science and Arts stream.
3. To compare the environmental awareness of postgraduate students of Science and Arts stream.

HYPOTHESES

- Ho1: There is no significant difference in environmental awareness between male and female students of Arts stream at postgraduate level.
- Ho2: There is no significant difference in environmental awareness between male and female students of Science stream at postgraduate level.
- Ho3: There is no significant difference in environmental awareness between Science and Arts stream students at postgraduate level.

DESIGN OF STUDY

It includes the following headings:

Method of study: Normative survey method was applied in this study to find out the environmental awareness of postgraduate students.

Sample: For the present study, the investigator selected both male and female postgraduate students of various departments of C.C.S. University, Meerut. In total, investigator selected 100 students by stratified random sampling technique consisting of 50 from Science stream and 50 from Arts stream.

Tools used

The environmental awareness test by Praveen Kumar Jha was used for the present study.

ANALYSIS AND INTERPRETATION

It can be observed from Table 1 that mean scores of male and female postgraduate students of Arts stream on environmental awareness were found 35.44 and 39.24 with SDs of 4.88 and 4.01, respectively. The obtained *t*-value i.e. 3.01 was found significant at .01 level. It means that male and female postgraduate students of Arts stream have difference in environmental awareness. Therefore, the hypothesis Ho1 that ‘there is no significant difference in environmental awareness between male and female students of Arts stream at postgraduate level’ was rejected. The female students of Arts stream were having higher awareness scores than the male students of Arts stream. It means that female postgraduate students of Arts stream were having better environmental awareness than their counterparts.

Table 1: Comparison (*t*-value) of environmental awareness among postgraduate male and female students of Arts stream

Groups	N	M	S.D	<i>t</i> -Ratio	Level ofsignificance
Male	25	35.44	4.88	3.01	Significant at .01 level
Female	25	39.24	4.01		

It can be observed from Table 2 that mean scores of male and female postgraduate students of Science stream on environmental awareness were found 41.20 and 35.88 with SDs of 3.67 and 3.89, respectively. The obtained *t*-value, i.e., 4.98 was found significant at .01 level. It means that male and female postgraduate students of Science stream have difference in environmental awareness. Therefore, the hypothesis Ho2 that ‘there is no significant difference in environmental awareness between male and female students of Science stream at postgraduate level’ was rejected. The male students of Science stream were having higher

Table 2: Comparison (*t*-value) of environmental awareness of postgraduate male and female students of Science stream

Groups	N	M	S.D	<i>t</i> -Ratio	Level ofsignificance
Male	25	41.20	3.67	4.98	Significant at .01 level
Female	25	35.88	3.89		

awareness scores than the female students of Science stream. It means that male postgraduate students of Science stream were having better environmental awareness than their counterparts.

It can be observed from Table 3 that mean scores of postgraduate student of Science and Arts groups on environmental awareness were found 38.54 and 37.34 with S.D.s of 4.62 and 4.86, respectively. The t -ratio between the mean scores of two groups comes out to be 1.27 and was found insignificant at .05 level. It means that postgraduate students of Science stream and art stream have no difference in environmental awareness. Therefore, the hypothesis H_0 that 'there is no significant difference in environmental awareness between Science and Arts stream students at postgraduate level' was accepted.

Table 3: Comparison (t -value) of environmental awareness of postgraduate students of Science and Arts stream

Groups	N	M	S.D	t -Ratio	Level ofsignificance
Science	50	38.54	4.62	1.27	Insignificant at .05 level
Arts	50	37.34	4.86		

DISCUSSION AND RESULTS

The results show that there is difference in environmental awareness among the male postgraduate students and female postgraduate students of science stream as well as among the male postgraduate students and female postgraduate students of Arts stream. Shahnawaj (1990), in a study on environmental awareness and environmental attitude of secondary and higher secondary teachers and students in Rajasthan, found that female students possessed significantly more awareness than males while quite opposite results are reported by Tripathi (2000) where boys had better awareness than girls. Hadipour (2001) reported significant difference among male and female teachers in their awareness about environmental education where male teachers had higher awareness. Jinarajan (1999), in his study on student teachers from Bangalore, did not find any gender difference in environmental awareness. Again, Vipinder and Jaswinder (2005) reported that male and female teachers had equal levels of scores on environmental education awareness. Moreover, while comparing the environmental awareness of postgraduate students of Science and Arts stream in the present study, it was found that the postgraduate students of Science and Arts stream had equal levels of environmental awareness.

EDUCATIONAL IMPLICATIONS

- It is the high time to make 'environmental education' a compulsory subject for all the streams of Science or Arts.
- Teacher educators and planners should arrange special awareness programs in the form of seminars, symposiums, camp and community visits to provide awareness among teachers, students, parents and also masses.
- At primary level, the emphasis should be made mostly on building up awareness through real-life situations and by conservation.
- At secondary school level, general and easy concepts of environment, various environmental

problems, their solutions and various theoretical and practical contents which increase the interest of students towards environment should be given preference in the syllabus.

- At higher level, the research work regarding different environmental problems, their reasons, effect and solution should also be given proper place in the curriculum.

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Inculcation of Values through Literature among Children: An Evaluation of NCERT English Textbook of Class-V

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ABSTRACT

The present study assesses the effectiveness of English literature in inculcation of values among children, to identify the various values reflected through prose and poetry of Standard 5 of NCERT. The study revealed the proposed applicability of weaning away a separate value education curriculum in order to integrate values in all subjects and strive for holistic education among children. Qualitative method has been used and the Standard 5 of NCERT literature text books have been extensively read, reviewed and analysed in order to list out the values that were present in the content. Besides this, five English language teachers of government as well as of private schools of New Delhi were interviewed and two classes of each teacher were observed. The responses of the teachers' questionnaires revealed that teachers' contribution in terms of efforts put in towards awareness of values were minimal. During the textbook analysis and lesson observation, it was realised that a break from routine was very beneficial because it offer teachers, the chance to do something different that was enjoyed by all and all the four skills of reading, writing, listening and speaking could be integrated if teachers know the right methods to transact the content.

Keywords: Values, Curriculum, English literature, English text books, NCERT

INTRODUCTION

It has been increasingly realised in recent years that education should facilitate personal growth of the learner and psychologically equip him/her with necessary skills to cope with the rapid changes taking place in all spheres of life. To achieve this goal there is a need, in addition to achievement, to emphasise on other aspects of children behavior; aspects that may have bearing on their social conduct, morality, exercise of responsibility, diligence, loyalty, attitudes towards school, work, towards each other, and so on. Education, therefore, besides providing cognitive skills (the traditional three R's) needs to redress to those aspects of learning which help children develop resilience, self-confidence, sense of personal integrity and individual personalities that are capable of helping and relating with others. All of these are concerned with the development of attitudes, motives, values and educations, i.e. developments of appropriate socio-affective states. This has implication for the role of aesthetics in education

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for affective and holistic development of the individual. In spite of the fact that Indian thinkers and philosophers have since long expressed the need for education of the 'whole child', the current system of education does not seem to address this concern either in teaching, curriculum or schooling.

HISTORICAL BACKGROUND

Kabir (1961), say, 'regard education as essentially a process of drawing out what is implicit in the individual and to develop his latent potentialities till they become actualities. Education for Gandhi Ji is one in which the individual develops his character, trains his faculties, and learns to control his passions in to service of the community'. Rabindranath Tagore pleaded for an education which would make an 'all sided and well integrated development of the personality which includes education of the sense, body, and mind, moral and religious education. Swami Vivekananda's educational thought laid emphasis on realisation of the perfection already in man, and saw education as the gradual unfolding of the intrinsic quality of the individual. To Iqbal, the essential purpose of education was to develop man's individuality.

Louise Rosenblatt has a major influence in both research and instructional practices in the field of reader response, since mid-1960s extensive theory building and research has taken place in the field of reading. Some common aspect of their theories is that they view reading as a constructive process and value reader's subjectivity. They do not believe that meaning solely resides in the text; rather the reader actively constructs meaning using prior knowledge and experience.

Even now reading remains a largely neglected area, a supposed by-product of schooling and language classes. No special attention is paid to it although a lot of lament continues to exist about theory building; we might charitably conclude that it is very limited. In terms of classroom practices, the standard procedure is reading aloud the text with concern about correct pronunciation and intonation (reading with expression), dealing with 'difficult' vocabulary, followed by teacher's detailed explanation and finally questions related to the text.

Effective value learning can best take place through English literature only if the pivotal role of teachers is recognised in shaping of the children into responsible, tolerant and sensitive adults. With reference to defining the Value education plan at the national level, a three day National Consultation on Value Education in Indian Schools was organised by the NCERT from 19th–21st August 2002 at Jamia Hamdard, New Delhi. The objectives of this meet were to evolve strategies to sensitise parents, teachers and teacher educators about the need for promotion of value-oriented education. The notable insight that this conference has given is on addressing to a wide range of issues with a focus on successful school experiences and promoting values through children's literature. Out of the salient recommendations of the National Consultation, an important one relating to the study includes, 'Emphasis on making concerted effort to integrate values in teaching of subjects'.

NEED OF VALUE EDUCATION

An article in 'The Hindu Daily', January 20, 2011 by Faisad M. Naim, emphasised on the need for reading and appropriate development of literature for children, taking the case of Manorama

Jafa, 'Special emphasis should be laid on the literature for children as it forms the base of a child's creativity and future'. It also stressed on the need for identifying literature as a distinct discipline in India.

Prof. Krishna Kumar's, thought process and opinion on importance of reading as a means to forming habits, attitudes and skills that acquire life-long foundation assumes crucial significance. Titled as 'Reading is basic to democracy' has differentiated between the old approach to teaching in literature classrooms and the new approach. 'The new approach being based on the premise that children have a natural drive to explore and understanding the world; hence reading should give them the opportunity to make sense of printed texts right from the beginning. From here, we can even decipher the need for free-reading for value-inculcation.

The pre-requisites of the tests used for the teaching of reading should treat the child with dignity, showing respect for child's inner derive to interpret and relate. He said, 'We need texts that make children excited about the social and cultural diversity that they encounter in their ethos'. In the 'Documents of Social, Moral and Spiritual Values in Education', a booklet published by NCERT, a list of 83 values is appended. In this list, there are values like abstinence, citizenship, cleanliness, compassion, country, duty, devotion, honesty, gratitude, kindness, regularity, purity, team work, etc.

Value education through teaching of English: values can be inculcated through different subjects. More and more values can be inculcated through teaching English. Story-telling, debating, discussion, dramatisation are some of the methods of teaching English. Story-telling is the most appropriate method of inculcating values; pupils are very much motivated to learn the concepts easily. The teacher should be a role model in the class and the job is quite easy.

REVIEW OF LITERATURE

Joneja (2003) Department of Educational Psychology and Foundations of Education, NCERT had even formulated a prototype programme and guidelines for development of values in schools through teaching of the subjects like Hindi and English literature.

Strivastava (1999) Department of Educational Psychology and Foundations of Education NCERT (1999), in the ERIC Project Report on 'Role of Acculturation in the Development of Values among Children', tried explaining the process of internalising values by children.

NEED OF STUDY

National Policy on Education (NPE), 1986 envisages a national system of education based on a National Curricular Framework containing a common core along with other components that are flexible. As per Para 3.4 of the NPE, the common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, and observance of the small family norms and inculcation of the scientific temper. The genesis of children's literature can be traced to the informal oral tradition of tales told by parents and grandparents

to their children, to entertain them and acquaint them with moral values. Kumar (1986) mentioned that stories 'represent our desire to interpret life'. Stories are instruments that can be used by primary school teachers to help children imagine events and characters on their past experiences. Several researches are being done on the importance of stories and their impact on the child's own value formation. Everywhere debates are being held on the need for value-based curriculum for a child that is comprehensive. But investigators want to assess the present curriculum of NCERT English literature text book of class fifth, related to value development among children.

OBJECTIVES

1. To assess the effectiveness of English literature in inculcation of values among children.
2. To identify the various values reflected through prose and poetry of Standard 5 of NCERT English literature textbook.
3. To find out the proposed applicability of weaning away a separate value education curriculum in order to integrate values in all subjects and strives for holistic education among children.

RESEARCH QUESTIONS

The present study has been able to answer the following questions:

- a) Are the NCERT English textbooks in reality, helpful for inculcating values among children other than being a source of knowledge and entertainment?
- b) Do the NCERT English textbooks have various types of values which are helpful to Standard 5 students?
- c) What efforts are being made by English teachers to inculcate values among Standard 5 students?
- d) What is the importance of storytelling as one of the potent ways of imparting values in teaching of English literature in classrooms?

METHODOLOGY

In the present study, qualitative method has been used and the selected book have been extensively read reviewed and analysed in order to list out the values that were present in the content from the perspective of students of class 5th. Besides this, five English language teachers of government as well as of private schools of New Delhi, were interviewed and two classes of each teacher were observed.

A semi-structured interview schedule was constructed for the English teachers in order to measure their perception and views on the concept of values and how it could be merged with English language as such; their suggestions on strategies that can be adopted for value-based education in classroom.

The textbook was given repeated rounds for patient reading to get deeper insights of the content in order to explore which values were overt and which were covert that could be fostered in children elusively through varied styles of teaching by the teacher.

FINDINGS AND DISCUSSION

The following values were identified in the content of the textbook reviewed:

- After the intensive book analysis, it was found that the content of stories and poems in English textbook lays the potential for transmission and enrichment of values in classroom. Along with the richness of this content, the teacher's role as a catalyst to this process of value education at primary level is also very crucial and important. Therefore, it is the perfect blend of rich stories reflecting the aforesaid values along with the teacher's expertise by way of her methods and activities that ensure the most appropriate programme of value education through teaching of English language.
- Friendship, open-mindedness, respect for elders, sacrifice, loyalty, obedience, sincerity, hard work, self-control, dedication, reality, creativity, adjustability, team spirit, love for humanity, honesty, obedience, kindness, co-operation, cleanliness, kindness, wisdom, devotion, truthfulness and concentration. There is a renewed urgency to revive the concern for values in civil societies in the context of the onslaught of unbridled consumerism and materialism.
- During the textbook analysis and lesson observation, it was realised that a break from routine was very beneficial because it offers teachers, the chance to do something different that was enjoyed by all and all the four skills of reading, writing, listening and speaking could be integrated if teachers knew the right methods to transact the content.
- Every Indian needs inspiration from the ethos of composite cultural heritage of Indian society including religions and ethics in civil society, universal human concerns, the Indian Constitution and the local cultures to identify the value content of education. Everyone concerned with education should make concerted effort to integrate human rights and duties.
- While different models of the transmission of values through education are prevalent, it is recommended that value transmission should become an integral part of all school learning for development of integrated personality that would lead to wholesome civil society.
- The pedagogy and teaching – learning experiences aim to integrate science with spiritualism, perception of values in the context of education as a continuous process of development rather as discrete school outcomes. Therefore, teachers should be supported to become facilitators of value development through their practices.
- All organisations in public and private sectors including NCERT, concerned with value-oriented education must come together to develop appropriate strategies to integrate values, develop materials and method to facilitate shaping value-oriented education.
- Quality value education in school depends on the professional competence, years of experience and continuing training of teachers. During the investigation, it was observed that even the teachers were not well versed about various aspects of value education. Moreover, the concept of amalgamating value learning along with the main curriculum was seen to be given secondary priority as it mainly depended on availability of time and

freedom of the teacher, if she could use the theme of stories for nurturing the desired values that were prevalent in them.

- High quality teaching is directly related to the time allotted per lesson or story to the teacher. For example, if a school teacher is supposed to complete a unit that carries the theme of 'Diversity' in 7 periods of 45 min each, then she may distribute the entire unit into sessions of storytelling or narration followed by reflection and summarisation and finally the exercises and activities related to writing and extension of the theme. Now, in this limited time, the teacher shall give the value inculcation part a back stage or may do it at the superficial level. Therefore, it is highly important that for quality learning to happen, teachers must strive for attaining a balance in length and breadth in the curriculum. It is the need of the hour that teachers are trained like warriors.

CONCLUSION

The quality of teacher development practices has become a major concern in recent educational discourse, with a growing emphasis on a reflective approach suggesting that quality should be assessed with reference to teacher empowerment through reflection. We assume that a reflective orientation has to go hand in hand with the defense of a view of school education as a space for individual and social transformation, and that talking about teacher autonomy will not make much sense without a conception of teaching that accommodates the development of learner autonomy. With respect to methodologies of value transmission in children, the teacher–pupil and teacher–parent interaction should essentially be performed in a subtle manner leading to wise counseling. There is an urgent need to revamp teacher education programme, which at present is inadequate to do justice to value-oriented education.

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A Study of Social Competence and Academic Achievement

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ABSTRACT

The present study examines the academic achievement and social competence of higher secondary students. The study adopted a descriptive survey research design. A total sample of 1500 higher secondary students was selected for the study. In this study, academic achievement was calculated as the percentage of marks obtained by higher secondary students in their previous annual examination. For measuring social competence, 'social competence scale' was developed by the researcher. In this mean, standard deviation, Pearson's product moment correlation and t test were used in answering the research questions. Results of the study showed that there was significant positive relationship between academic achievement and social competence of higher secondary students. Significant difference was found on academic achievement between social competence levels of higher secondary students. Test revealed that individuals with a high level of social competence had significantly higher academic achievement than individuals with a medium level or low level of social competence.

Keywords: Social competence, Academic achievement, Higher secondary students, Social competence scale, Descriptive survey, Correlation, t test

INTRODUCTION

Social competence is an evaluative or summary term based on conclusions or judgments that the person has performed the task adequately. Social competence is necessary for effective interaction with other people, adjustment to new situations and relationships and for the management of potential risk or stressful happenings in an effective manner. Scott (2003) highlights the importance of developing social competence as follows: 'emerging theories of youth development such as resiliency, self-efficacy and protective factors have stressed social competence as an important dimension of successful adolescent development. An understanding of the development, maintenance and enhancement of social competence is useful in determining how to help protect adolescent from negative influences and assist them in reaching their optimal potential'.

Objectives of the Study

1. To find out the relationship between academic achievement and social competence of higher secondary students.
2. To compare the academic achievement of higher secondary students having different levels of social competence.

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Hypotheses of the Study

1. There is no significant relationship between academic achievement and social competence of higher secondary students.
2. There is no significant difference in the academic achievement of higher secondary students having low, medium and high level of social competence.

Population

All the students studying in class XI and XII of higher secondary schools of Varanasi city, in the session 2009–2010, constituted the population of study.

Sample

Sample of the study consisted of 1500 higher secondary students from different schools of Varanasi city. The sample included male and female students.

A list of schools was obtained. Since it was not possible to collect data from all the schools, 5 schools were randomly selected through lottery method for the purpose of data collection. All the students of XI standard were included in the sample.

Methodology

Present study was carried out on the lines of descriptive research survey.

RESULT AND ANALYSIS

Table 1 indicates that there exists significant positive relationship between academic achievement and social competence. To determine the relationship between academic achievement (mean=59.85, SD=8.66) and social competence (mean=104.66, SD=5.87) of higher secondary students, product moment correlation coefficient was computed. Table 1 represents the findings related to this analysis.

Table 1: Summary of correlation between academic achievement and social competence

Variables	Social competence
Academic achievement	0.154*

*Correlation is significant at the 0.05 level (2-tailed).

Table 1 reveals that there was a significant positive correlation between academic achievement and social competence ($r = 0.15$). Hence, hypothesis H_{01} was rejected.

Several studies indicate the relationship between academic achievement and social competence (Teo *et al.*, 1996; Fleming *et al.*, 2005). The findings of the present study support the inference of the above-mentioned studies.

Table 2 presents significant difference on academic achievement between social competence levels of higher secondary students. To achieve the second objective, that is, to compare the academic achievement of higher secondary students having different levels of social competence,

Table 2: ANOVA summary table for academic achievement between social competence levels

	SS	df	MS	F
Between groups	2698.33	2	1349.16	18.41*
Within groups	108313.45	1478	73.28	
Total	111011.78	1480		

* $p < 0.05$.

F-values were calculated. The results of the statistical analysis of one-way ANOVA have been presented in the Table 2.

Table 2 presents that there was a significant difference on academic achievement between social competence levels ($F = 18.41$). A Scheffe's post-hoc test revealed that individuals with a high level of social competence had significantly higher academic achievement (mean = 62.52, SD = 8.50) than individuals with a medium level (mean = 59.80, SD = 8.54) or low level (mean = 56.63, SD = 8.73) of social competence. Hence, the null hypothesis H_{02} was rejected at 0.05 level of significance. The findings are on par with Teo *et al.* (1996) and Fleming *et al.* (2005).

CONCLUSION

On the basis of above results, it can be concluded that social competence was positively correlated with academic achievement. Similarly, test revealed that individuals with a high level of social competence had significantly higher academic achievement than individuals with a medium level or low level of social competence. These findings suggest that improving social competence of students may help in improving their academic achievement. The findings and conclusions of the present study have important educational implications for the teachers, educational administrators, planners and policy makers. That teachers, counselling and educational psychologists should encourage the development of a strong social competence in the students through the provision of appropriate counselling intervention programmes, special curriculum, group activities and enabling environment. By so doing, the academic achievement of the students could be improved.

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Effect of Blood Group on Academic Achievement of Secondary Students in Mathematics

Rakesh Kumar Sharma

ABSTRACT

Researches show that the blood chemistry of an individual may affect in manifold the human nature and his various potentialities. So by knowing the blood group of the students and its relation with academic achievement, a teacher can modify his efforts accordingly. It is the job of the teacher to measure whether the students have acquired the required level of knowledge before proceeding to the next component of instruction. This study was conducted on 610 students which was sufficiently large and drawn in a random manner and may be reasonably considered representative of the total population of students studying in XI grade in schools affiliated to CBSE situated in Meerut Educational District (U.P.). On the basis of the analysis of so collected data it was found that secondary students who belong to the AB blood group are better than those who belong to A, B and O blood groups and secondary students belonging to the A blood group are better than those belonging to B and O blood groups. Hence as was assumed that the blood chemistry of an individual affects his achievements in manifold, the same has been proved on the basis of findings of this study.

Keywords: Blood group, Academic achievement, Intelligence, Personality, Interest, Aptitude, Attitude, Secondary students

INTRODUCTION

For a teacher it is very important to understand his students in terms of their all kinds of strengths and weakness. For this purpose a teacher must have no idea in his mind about intelligence pattern and personality traits of his students. Researches show that the blood chemistry of an individual may affect in manifold the human nature, personality, intelligence, aptitude, attitude, interest, etc., in various terms either physiologically or mentally, internally or externally. From this view point if a teacher will have an idea about the relationship of blood groups with various human tendencies, potentialities and other characteristics of human behaviour whether they are inborn or acquired, then the teacher will be in a position to organize his classroom activity according to the need of the students of the class. So by knowing the blood group of the students and its relation with academic achievement, a teacher can modify his efforts accordingly.

BLOOD GROUPS

Blood is made of the same components – red blood cells (oxygen-transporting cells), white blood cells (infection-fighting cells), platelets (factors that help blood clot), and plasma (the

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fluid that carries blood cells) – but not all blood is alike. Everyone has one of four possible blood types: A, B, AB, or O. Humans' different blood types depend on the presence of molecules, called antigens, attached to the surface of red blood cells. Blood type is one way people share information about each other. It also generates a sense of knowledge with people whom you might otherwise not get to know on a first-person basis.

Blood can be categorized in four groups which are determined by certain types of antigens located on the surface of RBCs. More than 30 such proteins have been recognized. The most common types of blood group system are the ABO system. According to this system, human beings have four types of blood groups, A, B, AB and O. These blood groups are determined by three types of antigens (located on RBCs). These are antigen A, antigen B and antigen O. The formation of these antigens is determined by three genes IA, IB and IO respectively.

The ABO blood group system is widely, credited to have been discovered by the Austrian scientist Landsteiner (1990), who found three different blood types in 1900. He was awarded the Noble Prize in Physiology of Medicine in 1930 for his work.

Similar to antigens, antibodies against them are also found in the blood. Antibodies are of two types – a and b. For each antigen, a person has a different type of antibody. For example:

Blood group	Antigen	Antibody
A	A	b
B	B	a
AB	A and B both	nil
O	O	A and B both

Due to inadequate communication at the time it was subsequently found that Czech serologist Jan Jansky (1907) had independently pioneered the classification of human blood into four groups but Landsteiner's independent discovery has been accepted by the scientific world while Jansky remained in relative obscurity. Jansky's classification is however still used in Russia and states of former USSR. In America, Moss (1910) published his own (very similar) kind of work in 1910.

In ABO blood group system the associated anti-A antibodies and anti-B antibodies are usually IgM antibodies (Figure 1), which are usually produced in the first year of life by sensitization to environmental substances such as food, bacteria and viruses. ABO blood types are also present in some animals, for example apex such as chimpanzees, bonbons and gorillas which was discussed by Maton *et al.* (1993).

Anti-A and anti-B antibodies (called isohaemagglutinins), which are not present in the newborn, appear in the first year of life. They are iso-antibodies, that is, they are produced by an individual against antigens produced by members of the same species (iso antigens). Anti-A and anti-B antibodies are usually IgM type, which are not able to pass through the placenta to the fetal blood circulation. O-type individuals can produces IgG-type ABO antibodies.

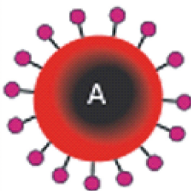
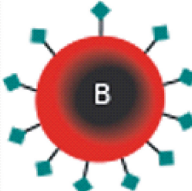
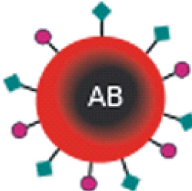
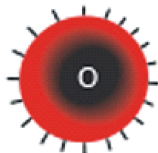






	Group A	Group B	Group AB	Group O
Red blood cell type				
Antibodies present	 Anti-B	 Anti-A	None	 Anti-A and Anti-B
Antigens present	A antigen 	B antigen 	A and B antigens 	None

Figure 1: ABO Blood group antigens present on red blood cells and IgM antibodies present in the serum

ACADEMIC ACHIEVEMENT

The main emphasis in the teaching learning process is laid on the learning of performance of the students. The learning of scholastic outcomes of the students is measured with the help of their achievement and performance. Performance assessment is the process of measuring the terminal behaviours of the students at the end of instruction. It is the job of the teacher to measure whether the students have acquired the required level of knowledge before proceeding to the next component of instruction. Achievement is supposed to be the end product of the instruction usually in terms of verbal performance, written performance or performance based on certain activity. In the achievement testing main emphasis is given on content coverage or course material along with the realization of objectives. The teaching objectives are assessed in terms of terminal behaviours of the students.

Atkinson and Feather (1966) defined that ‘the achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment’.

The need to achieve is the spring board of the achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs. However, in a competitive society or set-up the desire to excel over others or achieve a higher level than one’s peer is intensified

which in turn may lead to a stronger drive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the achievement motivation and has been defined in various ways.

Nature of Academic Achievement

Following are the nature of academic achievement:

- ◆ Academic achievement is the effect of specific educational instructions or training.
- ◆ Academic achievement is the effect of relatively standardized experience set, e.g., the syllabus of English, geometry or computer programming, etc.
- ◆ It is the effect of learning under controlled conditions.
- ◆ In academic achievement the emphasis is on what an individual is doing at the moment.
- ◆ It functions to evaluate the individual at the end.
- ◆ Academic achievement is a measure of acquired abilities as per older belief which is no more valid. Actually no text tells us how an individual reached on that particular level. Therefore, it can be said that achievement is a measure of developed abilities of an individual rather than acquired abilities.
- ◆ Academic achievement tests are meant primarily to know about the level of the achievement or performance of the students with regard to their gains in the learning as a result of a process of instruction during a specified duration.
- ◆ In academic achievement testing we try to know what our students or a particular student have or has been able to achieve as a result of the ongoing teaching learning process.
- ◆ The answers of the following questions can be properly given through the interpretation of the result of academic achievement test.
 - Where do we stand in terms of the realization of the set teaching learning objectives?
 - What is the level of one's achievement in comparison to the achievement of others?
- ◆ The item of an academic achievement test should then necessarily cover the entire syllabus or content being taught.
- ◆ The coverage of the contents in an academic achievement test may be large an exhaustive without going into much detail and depth of the content, and the subject matter.
- ◆ Academic achievement scores can only provide a signal or warning in relation to one's poor attainment or failure.
- ◆ The academic achievement tests while focusing or knowing about the level of learner's may only provide a hint or clue about the learning difficulty or weakness of a student.
- ◆ Sampling of questions in an academic achievement test need detail and not to be too exhaustive to cover each and every minute points with regard to the coverage of the contents.

METHOD OF STUDY

As already discussed in the preceding chapter, researchers in this area have employed different methods of study for investigating the blood group of secondary students with regard to academic achievement, intelligence and personality; it will be difficult to say which of them is most appropriate, as everyone has its own merits and demerits. Moreover, it cannot be said that the research methods used in one is superior or inferior to those used in other researches. This made the choice of research method difficult. Methods of research are sometimes determined by the theory of the topic under study, objectives of the study and resources of the investigator. These considerations have led the investigator to use the normative survey method of research for the present study. In the present study all the steps and characteristics have been used which are essential for the normative survey method of research.

POPULATION AND SAMPLE

The population for the purpose of this study has been defined as all the XI graders students studying in schools situated in Meerut Educational District (U.P.) and affiliated to CBSE New Delhi. As it was difficult to collect the data from all of them, it was decided to draw a representative sample from this population of XI grade students. For this purpose 10 schools were selected randomly and their principals were approached for the collection of data. The principals of the schools were also informed regarding the nature of the research work in brief. Most of the schools were located in Meerut City (Mahanagar Palika Area). The tests for collection of data were administered on the dates for which the researcher already got the permission from the concerned school authorities. From 10 schools a sample of 1014 students were selected randomly (almost 100 from each school). Out of a sample of 1014 students 404 response sheets were discarded due to different reasons mentioned below:

- Some of the students did not mention their blood group.
- Some of the students did not mention their academic scores in one or more subjects as specified in the general performa.
- Some of the students did not attempt intelligence test.
- Some of the students did not attempt dimensional personality inventory.

Therefore, a sample of 610 students studying in XI grade in 10 different schools was found correct. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of students studying in XI grade in schools affiliated to CBSE.

TOOLS USED

Following tools were used to collect the data for the present study:

Blood Group

To identify the blood group of the students a Performa of general information was used in which following entries ahead were to be filled by the students:

Description of General Information Performa

Name	:
Class & Section	:
School's Name	:
Date of Birth	:
Blood Group	:
Weight	:
Height	:

Marks obtained in X class (Board Exam)

Subject	Marks Obtained
Maths	
Science	
English	
Social Study	

Administration of General Information Performa

The general information performa was administered section wise in XI grade class. To start with, the students were made familiar with the nature and purpose of measurement of type of blood group. Later, the procedure of making the entries in the general information performa was explained to the students. They had been asked to ensure that all the entries in the performa were filled properly. Students were assured about the confidential nature of their response.

Scoring of the Responses to General Information Performa

The general information performa were filled by the students as per the information provided and only those performa were considered in which all the required information were filled properly. A table of the following format was prepared:

S.No.	Age	Blood Group with Rh factor	Achievement Score			
			Maths	Science	English	S. St.
1.						
2.						

Four such types of tables were prepared for four different blood groups, i.e., A, B, AB and O. However, the Rh factor was mentioned in the table but the same was not considered during further calculations and interpretations.

ANALYSIS AND INTERPRETATION OF DATA

Following tables give data analysis:

Table 1: Comparison of academic achievement in maths of the secondary students belonging to A, B, AB and O blood groups

Basic data		
Correction terms (CT)	:	3859487.608
Total sum of square of scores (TSS)	:	92909.392
Sum of square among means (SSB)	:	7476.179
Sum of square within conditions (SSW)	:	85433.212

Analysis of variance

Source of variance	df	Sum of square (SS)	Mean square (variance) MS	F-value	Level of significance
Among the mean of condition	3	7476.179	2492.060	17.677	.01
Within condition	606	85433.212	140.979		
Total	609	92909.392			

Table 1 displays analysed data regarding the comparison of academic achievement in maths of the secondary students belonging to A, B, AB and O blood groups in terms of F-value. On the basis of significant F-value it can be safely concluded that students belonging to A, B, AB and O blood groups do differ significantly in terms of their academic achievement in maths.

For more precision the researcher has analysed data using test of significance in following six tables (Tables 2 to 7).

Table 2: Comparison of academic achievement in maths of secondary students belonging to A and B blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group A	166	82.950	10.360	5.545	0.01
Students with blood group B	287	76.830	12.770		

Table 3: Comparison of academic achievement in maths of secondary students belonging to A and AB blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group A	166	82.950	10.360	2.573	0.05
Students with blood group AB	59	86.680	9.270		

Table 4: Comparison of academic achievement in maths of secondary students belonging to A and O blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group A	166	82.950	10.360	3.656	0.01
Students with blood group O	98	77.420	12.670		

Table 5: Comparison of academic achievement in maths of secondary students belonging to B and AB blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group B	287	76.830	12.770	6.919	0.01
Students with blood group AB	59	86.680	9.270		

Table 6: Comparison of academic achievement in maths of secondary students belonging to B and O blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group B	287	76.830	12.770	0.394	Not signifi-cant
Students with blood group O	98	77.420	12.670		

Table 7: Comparison of academic achievement in maths of secondary students belonging to AB and O blood groups

Name of group	N	Mean score	S.D.	t-Value	Level of sig.
Students with blood group AB	59	86.680	9.270	5.264	0.01
Students with blood group O	98	77.420	12.670		

FINDINGS OF THE STUDY

Following were the findings of the study after validation of hypotheses:

- Secondary students belonging to the A blood group show comparatively better performance in mathematics with respect to the secondary students belonging to the B blood group.
- Secondary students belonging to the AB blood group show comparatively better performance in mathematics with respect to the secondary students belonging to the A blood group.
- Secondary students belonging to the A blood group show comparatively better performance in mathematics with respect to the secondary students belonging to the O blood group.
- Secondary students belonging to the AB blood group show comparatively better performance in mathematics with respect to the secondary students belonging to the B blood group.
- Secondary students belonging to the B blood group show approximately similar performance in mathematics with respect to the secondary students belonging to the O blood group.
- Secondary students belonging to the AB blood group show comparatively better performance in mathematics with respect to the secondary students belonging to the O blood group.

CONCLUSION

Following conclusions can be drawn on the basis of the above findings:

- Secondary students belonging to the AB blood group are better than the secondary students belonging to A, B and O blood groups and secondary students belonging to the A blood group are better than the secondary students belonging to B and O blood groups.
- Secondary students belonging to B and O blood groups are similar.

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