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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.

The opinion and views expressed in this Journal are those of the authors and do not necessarily reflect the positions of the Editor, Advisory Board and of the Ram-Eesh Institute of Education.

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Editorial

In 68 years of Independence, India has come across many challenges and conflicts. It has resolved many problems and treaded on the path of progress. Independence brought an explosion of ambitions, aspirations and consequently unprecedented demands. Our leadership did their best to live up to these expectations. We did progress in many areas.

Elementary education that ought to have been in greater focus did grow but is still struggling to gain universality. Gandhi Ji's basic education, its Nai Talim version of Dr. Zakir Hussain, mass enrolment drives, non-formal education, mid-day meals, Sarva Shiksha Abhiyan and Right to Education Act, schemes after schemes were tried. Statistics show impressive achievements, high expenditure, extreme involvement but the actual fact is that outgoing students of our elementary schools are not able to read a simple text, cannot add or subtract simple two-digit sums, what to speak of writing a correct paragraph.

The no detention policy is being discarded by one after the other state. It has become a scapegoat for lukewarm implementation, lack of proper supervision and proper educational inputs.

Research scholars with their limited resources and time constraints have been delving into finding causes, effects and implementation drawbacks. The educational administrators have paid scout attention to their findings and suggestions. The elementary education still stands at the crossroads. Planners and administrators' task is allotment of funds and to measure achievements in expenditure figures and not in outcomes.

Finland and South Korea are at the world's top position on the elementary education ladder while the United States comes lower to them but India stands close to the bottom. Hope things will improve someday.

In this issue of Journal there are four studies presented related to elementary/primary education, four on emotional intelligence and three studies on moral judgment, mental health and environment.

Roopashree has tried to assess level of spiritual intelligence and its relationship with elementary school teachers' personal stress. The study found significant difference between high, moderate and low spiritual intelligence of teachers in respect to their personal stress.

S.K. Panda has studied community participation through Village Education Committees in promoting enrolment retention, achievement and effectiveness of elementary schools in Haryana. The study found that active participation of Village Education Committee members mobilises universal elementary education.

Shalini Singh's comparative study of elementary school students' emotional intelligence in relation to their creativity at elementary school level discovered that boys are comparatively more emotionally intelligent and creative than girls.

Kalpana Thakur studied moral judgment in relation to family environment of students of elementary schools and her findings are that students of private schools showed higher moral

judgment ability than the students of government schools. She further found that boys and girls showed comparable moral judgement ability. However, when correlation was determined between moral judgement and family environment it was found that it is non-significantly positive.

Surekha Devi discusses views of school principals in regard environmental education programme. She reveals that most of the principals expressed non-availability of accommodation, teaching staff incapable of teaching environmental education, lack of funds, study material and laboratories.

Jagabandhu Behera and Kulamani Behera assessed adjustment pattern of higher secondary school students in relation to their academic streams and social categories and found no difference in adjustment in various academic streams but found significant difference in adjustment to social categories.

Ramdas Bhanot has tried to find influence of social determinants of emotional intelligence on learning outcomes. He found high level of emotional intelligence in +2 students, no significant difference due to social category and no significant relationship between emotional intelligence and learning outcomes.

Sangeeta Gupta and Vivek Kumar Tripathi made a comparative study of mental health of high school students from Hindi and English medium schools. They did not find any significant difference.

Suman Singh studied verbal behaviour of teachers in relation to their emotional intelligence. Teachers having high emotional intelligence were found to be better in clarity, interaction, organisation, pacing, disclosure, speech and rapport dimensions of verbal behaviour in comparison to teachers having low emotional intelligence. However, as regards enthusiasm, both of them were found to be equal viz. no significant difference was observed.

Rakesh Kumar Sharma made a comparative study of emotional intelligence and adjustment of teachers teaching in government-aided secondary schools with those in public schools. It was observed that their secondary school teachers of government-aided schools are more emotionally intelligent than public school teachers in respect to self-motivation, emotional stability, empathy, value orientation altruistic behaviour. They are more adjusted on administration, economical, health, home and social subjects of their adjustment than those teachings in public schools.

Teachers of public schools are more adjusted as regards class room students, colleagues and institutions than their peers in government-aided schools. However, both groups were found to be equally adjusted in case of curriculum and library aspects.

This volume of the Journal is quite comprehensive. Thanks to our contributors.

However, we have no study on any aspect of teacher education. Hope in the next number of journal, we will get some studies on teacher education.

Assessment of Spiritual Intelligence and Personal Stress Among Primary School Teachers

B.J. Roopashree

ABSTRACT

In this study, an attempt had been made to find out the differences in personal stress among primary school teachers in relation to high, moderate and low levels of their spiritual intelligence. The data were collected from a sample of 200 primary school teachers of Madhugiri Taluk of Tumkur district of Karnataka state by using spiritual intelligence scale by Santhosh Dhaar and Upendra Dhaar and Personal stress scale by Arun K. Singh, Ashish K. Singh and Arpana Singh. Mean, S.D, Karl Pearson product-moment method correlation and 't' test were the statistical techniques used for data analysis. The study revealed that there is a significant difference between high, moderate and low spiritual intelligence teachers with respect to their personal stress.

Keywords: Spiritual intelligence, Personal stress, Emotional intelligence, Stress, High, Moderate and low etc.

The real issue of education is to see that when the child leaves the school he is well established in goodness both outwardly and inwardly – J. Krishnamurthi

INTRODUCTION

Organisations like academic institutions rely significantly on their 'human capital' to achieve their goals. For academic institutions, the faculty force is salient in optimising educational resources for an outstanding student. Organisations cognizant of the value that the "human capital" brings in ensuring business viability and sustainability make large investments on researches, training and development and institutionalisation of company-wide programs to improve the quality of life of the employees. Of major concern for organisations is the identification of working conditions that result in job stress among employees. Survey of research literatures revealed many studies that were conducted in relation to occupational stress and its consequent effect on job performance and zeroing in on factors that contribute to the workers' stress and the variables that mitigate the stress experience. A shared ultimate goal of these studies is to determine the necessary interventions that organisations can employ to minimise the experience of work-related stress among employees.

In the 21st century there are three main explosions: population explosion, explosion of knowledge and lastly the explosion of aspirations. During such times, it has become very difficult for us to survive and live our life successfully. Especially, today's teachers are getting very much affected due to these changes and are facing much higher levels of stress. Academic stress is

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just one of the many challenges faced by teachers. A teacher is known to have his/her own unique set of problems during which high levels of stress gets manifested in the form of emotional tensions, non-conformity and defiance.

The present study likewise seeks to contribute to this line of inquiry by investigating the work-related stress among the basic education faculty, specifically the factors that cause it and the degree of manifestation of stress indicators. Many would agree that teaching is among the many professions that can cause work-related stress. Reviews of international literature have established that teachers serve one of the most stressful professions (Antoniou *et al.*, 2000).

The much talked concepts these days in psychology are intelligence quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ). According to Nathawat's (1993) simple definition 'a close inspection of these concepts will suggest us that IQ is important for entrance in educational institutions, EQ is essential for success in life and SQ is useful for a meaningful life'. Agreeing with Western authors like Danah Zohar and Ian Marshall they (Nathawat) emphasise that IQ and EQ are an integral part of SQ. Spiritual intelligence is being given a lion's share as it is the most important attribute of human beings, whereas IQ and EQ are viewed as an integral part of SQ. The scientific and neuropsychological evidence for SQ has been put forth by identifying a God spot or a God quotient (GQ) in the human brain (Persingers and Ramchandran, 1990). The impact of spiritual intelligence plays a very important role to solve the problems faced by class room teachers.

Stress is a psychological agent that influences physical and emotional well-being (Lazarus *et al.*, 1984). According to Reddy and Poornima (2011), there is a significant negative relationship between emotional intelligence and stress. But wait there is more, now we have spiritual intelligence (SQ) also. While cognitive intelligence (IQ) allows us to think and emotional intelligence (EQ) helps us relate, spiritual intelligence (SQ) allows us to do both these things during times of rapid change. IQ and EQ were sufficient in a relatively static world. SQ provides the linkage in times of parading shift and chaos. Those with high SQ have the capacity to question and think creatively, change the rules, work effectively in changing situations by playing with the boundaries, break through obstacles and being innovative. SQ encourages us to see the biggest picture to be a co-creator of the world in which we live. Thus, in the age of science and technology all three types of intelligence play an important role. For the better future of our nation our teachers' SQ is more important than IQ and EQ.

Spiritual Intelligence

It is the manifestation of behaviours, skills and choices that show a strong, dependable connection with something 'bigger than me'. Specifically, it manifests as 'the ability to act with wisdom and compassion while maintaining inner and outer peace (equanimity), regardless of the circumstances'.

Spiritual intelligence emphasises on life with purpose and meaning. This could encourage students to find hope and joy in living in contrast to escapism. Spiritual intelligence imbibes the quest for wisdom of life. This could lend a noble vision to study, with every discipline of knowledge fostering an ethic for life.

According to Emmons (2000), the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is known as spiritual intelligence.

Personal Stress

Stress can be defined as forces from the outside world impinging on the individual. Stress is a normal part of life that can help us learn and grow if channelled effectively. Conversely, stress can cause us significant short- and long-term problems.

According to the Health and Safety Executive (HSE), stress is: 'An adverse reaction people have to excessive pressures or other types of demands placed upon them. It arises when they worry they cannot cope'.

The HSE definition does not however take into account the concept of perception. As different people perceive the same event in different ways this is extremely important. It is not usually the event which causes us problems but our perception of the event. For example, some people will see an event such as public speaking as extremely stressful, whereas others will see it as a challenge.

Another definition for stress is: 'A reaction which occurs when the perceived demands of a situation exceed our ability to cope'.

We therefore can cause our own stress by the way we perceive a situation. The way we see life, our perceptions may affect our receptivity to stress. We also cause our stress by our own behaviour.

Personal stresses are those stresses which do a rise from personal events of life.

REVIEW OF RELATED LITERATURE

Manghrani (2001) conducted a study on 'SQ and managerial effectiveness (development of a tool to measure SQ)'. The tool was found to be a valid and reliable instrument for measuring spiritual intelligence. Kates (2002) conducted a study on the 'Awakening creativity and spiritual intelligence: The soul work of holistic educators'. . Nelms (2005) conducted a study on 'The relationship between spirituality and the health of college students in a university setting. Sreeja (2005) conducted a study on 'Spirituality, emotional maturity, and quality of life among university students'.

Rationale for the Study

Numerous studies have been conducted on teacher stress or occupational stress, particularly linking the stress experience to organisational factors (e.g., systems and processes) and person factor (e.g., rational intelligence, age, gender, social status, self-esteem, locus of control and the like) that contribute and/or prevent it. However, localised studies on the role of spirituality in teacher stress have not yet been given prominent status in the area. Thus, it is also the aim of this study to discover a potential relationship between spirituality (expressed in terms of spiritual intelligence) and work stress. Recently, interest in spirituality at the workplace has gained momentum, as evidenced by international research projects on spirituality in organisations.

METHOD

The present study is a descriptive study. In the present investigation, an attempt has been made to examine the relationship between the spiritual intelligence and teachers' personal stress. The study also intends to compare the spiritual intelligence level of high, moderate and low with respect to the influence of personal stress. As such, the present study has been designed as a descriptive study and normative survey method was adopted as the appropriate means for gathering the data essential for the study.

OBJECTIVES

1. To determine the relationship between spiritual intelligence and personal stress among primary school teachers.
2. To determine whether teachers with high-, moderate- and low-level spiritual intelligence differ significantly in their personal stress.
3. To study the difference between male and female teachers with respect to their spirituality and personal stress.

SAMPLE

Out of 398 schools in Madhugiri Taluk of Tumkur district 65 schools were selected as sample through stratified random sampling technique. The sample comprised 200 primary school teachers working in three different types of schools, namely Government, aided and unaided schools as well as rural and urban schools were selected using systematic random sampling technique.

HYPOTHESES OF THE STUDY

H1. There exists no significant relationship between spiritual intelligence and personal stress of primary school teachers.

H2. There exists no significant difference in the personal stress of primary school teachers with high- and moderate-level spiritual intelligence.

H3. There exists no significant difference in the personal stress of primary school teachers with high- and low-level spiritual intelligence.

H4. There exists no significant difference in the personal stress of primary school teachers with moderate- and low-level spiritual intelligence.

H5. There exists no significant difference between male and female teachers with respect to their spiritual intelligence.

H6. There exists no significant difference between male and female teachers with respect to their personal stress.

TOOLS USED

The researcher has used the following tools for the collection of relevant data:

1. Spiritual intelligence scale by Santhosh Dhaar and Upendra Dhaar.
2. Personal stress scale by K.K. Singh and Arpana Singh.

STATISTICAL TECHNIQUES USED

Co-efficient of correlation was calculated between spiritual intelligence and personal stress. The 't' test was used for comparison among groups.

Analysis and Interpretation

The analysis of data was done by computing mean, standard deviation, quartile deviation and 't' test.

Table 1: Showing N, df and 'r' of spiritual intelligence and personal stress of primary school teachers

Variables	N	df	r	Significance level
Spiritual intelligence	200	198	-0.21	**
Personal stress				

**Significant at 0.05 level (df= 198, 0.138)

In Table 1, the obtained 'r' value is -0.21, for df 198, which is greater than the critical value of 'r' 0.138 at 0.05 level of significance. Hence, the formulated null hypothesis is rejected. The rejection of null hypothesis makes the researcher to accept the alternate hypothesis. This means that, there exists a significant relationship between spiritual intelligence and personal stress among primary school teachers.

The direction of relationship is negative. Hence, we may conclude that there exist a negative significant relationship between spiritual intelligence and personal stress. It may be concluded that as the spiritual intelligence of teachers increases, their personal stress decreases.

Table 2: N, mean, SD and 't' value of personal stress scores of teachers with high- and moderate-level spiritual intelligence

Variables	N	Mean	SD	df	't'	Significance level
High-level spiritual intelligence	53	51.33	6.24	143	2.40	**
Moderate-level spiritual intelligence	92	53.64	4.38			

**Significant at 0.05 level (df= 143, 1.98)

Table 2 shows that the 't' value obtained is 2.40, which is greater than the critical value of 't' for df 143, 1.98 at 0.05 level of significance. Hence, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that there exists significant difference in the personal stress scores of teachers with high- and moderate-level spiritual intelligence.

Table 2 shows that the mean of the scores of high spiritual intelligence is 51.33 which is less than the mean value 53.64 personal stress scores of moderate spiritual intelligence. This

shows that teachers with moderate-level spiritual intelligence have high personal stress than the students with high-spiritual intelligence.

Table 3: N, mean, SD and ‘t’ value of personal stress scores of teachers with high- and low-level spiritual intelligence

Variables	N	Mean	SD	df	‘t’	Significance level
High-level spiritual intelligence	53	51.33	6.24	106	2.59	**
Low-level spiritual intelligence	55	53.98	4.2			

**Significant at 0.05 level ($df = 106, 1.98$)

Table 3 shows that the ‘t’ value obtained is 2.59, which is greater than the critical value of ‘t’ for df 106, 1.98 at 0.05 level of significance. Hence, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that there exists significant difference in the personal stress scores of teachers with high- and low-level spiritual intelligence.

Table 3 shows that the mean of the personal stress scores of high-level spiritual intelligence is 51.33 which is lesser than the mean value 53.98 personal stress scores of low-level spiritual intelligence. This shows that the teachers with high-level spiritual intelligence have less personal stress than the students with low-level spiritual intelligence.

Table 4: N, mean, SD and ‘t’ value of personal stress scores of students with moderate- and low-level spiritual intelligence

Variables	N	Mean	SD	df	‘t’	Significance level
Moderate-level spiritual intelligence	92	53.64	5.76	145	0.48	NS
Low-level spiritual intelligence	55	53.90	4.41			

NS: Not significant

Table 4 shows that the ‘t’ value obtained is 0.48, which is less than the critical value of ‘t’ for df 145, 1.98 at 0.05 level of significance. Hence, the null hypothesis is accepted, i.e., there exists no significant difference in the personal stress scores of students with moderate- and low-level spiritual intelligence.

Table 5: N, mean, SD and ‘t’ value of male and female teachers in spiritual intelligence

Variables	N	Mean	SD	df	‘t’	Significant level
Male	96	208.23	17.01	198	4.70	**
Female	104	219.61	17.36			

**Significant at 0.01 level ($df = 106, 2.60$)

Table 5 shows that the ‘t’ value obtained is 4.70, which is greater than the critical value of ‘t’ for df 198, 2.60 at 0.01 level of significance. Hence, the null hypothesis is rejected and the alternate hypothesis is accepted. This means that there exists a significant difference between male and female in spiritual intelligence.

Table 5 shows that the mean of the spiritual intelligence scores of male teachers is 208.23 which is less than the mean value 219.61 spiritual intelligence scores of female teachers. This shows that the female teachers have high-level spiritual intelligence than the male teachers.

Table 6: *N*, mean, SD and ‘*t*’ value of male and female teachers in personal stress

Variables	<i>N</i>	Mean	SD	<i>df</i>	‘ <i>t</i> ’	Significance level
Male	96	53.18	4.71	198	0.55	NS
Female	104	53.57	5.22			

NS: Not significant

Table 6 shows that the ‘*t*’ value obtained is 0.55, which is less than the critical value of ‘*t*’ for *df* 198, 1.97 at 0.05 level of significance. Hence, the null hypothesis is accepted. This means that there exists no significant difference between male and female teachers in personal stress.

EDUCATIONAL IMPLICATIONS OF THE STUDY

In the light of the findings of this research and in support of the findings of other researchers, the following recommendations are made.

Spirituality in the workplace should be integrated in the organisation’s culture to engender a sense of meaning and fulfilment among employees, thereby creating a practical, inexpensive, beneficial buffer against work-related stress, and ultimately promoting overall work satisfaction and employee productivity and peak performance.

In keeping with the goal, this integration of spirituality may be observed in the following ways: (1) congruence between existing school policies and core values of the university, (2) management decisions reflecting spiritual values as well as the university’s core values adhered to by all employees, (3) creation of a sense of community and open line of communication among employees and between employees and the higher-ups and (4) creation of regular university-wide programmes that would promote and strengthen spirituality on the personal and organisational level.

As a result, the proposal to explore spiritual intelligence as part of educational transformational leadership and organisational development is intriguing. Educational theorists and practitioners must expand their knowledge base regarding the linkage between spirituality, transformational leadership and organisational development.

A regular stress management program for faculty and staff should be conceptualised and regularly implemented. As such, identified stressors should be timely and appropriately addressed.

Further studies with a wider scope in terms of participants for the study (i.e., with college faculty and administrative personnel) and examination of mediating factors or variables to account for the stress experience and spirituality of university employees should be conducted.

CONCLUSION

Teaching is inherently stressful. There are several stress-causing interplaying factors such as physical conditions, intellectual demands, role expectations, interpersonal demands, task demands, organisational practices and personal expectations towards work, colleagues and the organisation itself. How stressful teaching can be depends not only on an individual teacher's spirituality but also on other moderating factors such as the teacher's level of analytical problem-solving skill, interpersonal skill, emotional quotient and support system.

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Role of Village Education Committees in Development of Elementary Education in Haryana

Sumanta Kumar Panda

ABSTRACT

Community participation is the corner stone of Sarve Siksha Abhiyan (SSA), which lay emphasis that the local community would play an active role in promoting enrolment, retention, achievement and school effectiveness. The process would be institutionalised through Village Education Committee (VEC). It should be endeavour of the committee that every child in every family participates in elementary education. Participation should not only stop at information sharing or consultation but decision making and initiation action are also important. The major purpose of setting up this committee is to bring about a partnership between the school and community and therefore achieve the objectives laid down by the National Policy on Education.

Keywords: Village education committee, Elementary education, Universal elementary education, School and community partnership.

INTRODUCTION

India, the largest democracy of the world, is only second to China in its population. After crossing 68 years of independence, it has been able to achieve only 74.04% literacy (Census-2011). However, its Asian counterparts such as China, Malaysia, Philippines and Thailand have crossed the threshold by achieving cent percent literacy. In this regard K.G. Saiyidain, one of the architects of education in post-independent India, has very rightly remarked 'If someone were to prepare a literacy map of the world and colour illiterate area of the Earth black, India will, to our shape, look a Dark Continent'.

If that is our place in the nations of this fast advancing world, it is more than obvious as to what will be the pace of our development? A developing society like ours should take into account not merely the needs of the growing economy but also those of a few cultures that world respect that is the spirit of a dynamic, liberal and growth-oriented society. Education has always been perceived not only as an agent of social change but the very base of creating a dynamic, liberal and growth-oriented society. But if education has to play a significant role in a society, it has to assist in the creation of new values and attitudes in place of the old, so that the obstacles in the path of modernisation may be removed. For this, it is necessary to realise that the foundation of elementary education must be firm and broad based. It was in this perspective that the constitution maker made a provision of free and compulsory education

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to all children until they complete the age of 14 years of directive principle of Indian constitution. Since 1950, determined efforts have been made towards the achievement of this goal. As a result, universal provision of educational facilities has been substantially achieved of the elementary stage (classes I to V).

Justification of the Study

Government of India has adopted and launched many innovations to check the above-mentioned problems. Besides, in a landmark decision in the golden jubilee year of the independence, the Government has decided to make elementary education a fundamental right for the children in the age group of 6–14 years. Simultaneously, an explicit provision would be made in the constitution to make it a fundamental duty of every parent to provide opportunities for elementary education to all the children in the age groups of 6–14 groups.

Despite all this, financial constraints aggravated by population explosion, poverty and illiteracy of masses, large rural habitation, wide gulf between the availability and accessibility, inequality in opportunity owing largely to socioeconomic disparities and more significantly in the context of remote, apathy of parents towards school, hill and tribal areas and failure to provide adequate work ethics are among the major stumbling blocks in making the elementary education free and compulsory.

Also, it is a well-known fact that the elementary education forms the foundation for further education. In order to make the compulsory elementary education board based and effective, there is a need to strengthen the participation of community and mobilisation of community in elementary school. In spite of the importance of community involvement for improving school effectiveness, it has not received the attention which it deserves particularly, when the country has not been able to achieve the goal for universal elementary education (UEE).

Keeping in view the importance of community participation in elementary education of children, the present investigation has been undertaken to study the role of Village Education Committees (VECs) in development of elementary education in Haryana.

STATEMENT OF THE PROBLEM

Role of Village Education Committees in Development of Elementary Education in Haryana

Operational Definition

Village Education Committee (VEC)

VEC has come into existence in Haryana in 1994 after launching District Primary Education Programme (DPEP) in the state. The major propose of setting up of these committees is to bring about a partnership between the school and the community and to achieve the objectives laid-down by the National Policy on Education 1986. VECs look after the educational requirements in village and also its qualitative and quantitative development at primary school level.

Objectives of the Study

1. To study the guidelines prepared and issued by the State Government for the formation of VECs.
2. To study the process of formation of VECs in the selected localities.
3. To examine the activities undertaken by VECs in the previous year.
4. To determine differences in the roles perceived and roles performed by VECs.
5. To determine participation of weaker section in their VECs.

Delimitation of the Study

- The study is delimited to Kaithal District of Haryana.
- The work is confined to the study the role of VECs in development of elementary education in Haryana.
- The study is confined to six VECs of two blocks: Kaithal and Pundri.

RESEARCH METHODOLOGY

Keeping in mind the nature and need of the present research, the descriptive survey method was considered to be an appropriate one.

Sample

The sample of the present study consisted in the first phase six VECs (VECs) of Kaithal district. Out of six VECs, three were from Pundri Block (Pundri, Fathepur and Pharal) and three were from Kaithal Block (Shergarh, Deodkheri and Narar). In the second phase, 48 members of these six VECs (selected on simple random basis) constituted the sample of the present study.

Tool Used

Having selected the sample, the next step was to choose suitable tools for the collection of data. In the present study, self-developed non-directive interview schedule was used for obtaining information from members of VECs as some of them were illiterate.

The non-directive interview schedule consisted of six aspects. The responses of the respondents were to be recorded in 'Yes' or 'No'. However, there were also a few items that recurred the view of respondents as well as were of descriptive nature. The interview schedule consisted of 25 items in total.

Statistical Procedure Followed

For the present study, simple percentages were calculated for the purpose of scoring and analysis of the data.

MAIN FINDINGS

The following findings have emerged from the present study

A. Personal Characteristics of VEC

a. Age group of VEC members

Age group	Number of members	Percentage
25–34 years	11	22.92
35–49 years	22	45.83
≥50 years	15	31.25

- It shows that 77% members of VEC belonged to 50 years of age group.

b. Gender of VEC members

Gender	Number of members	Percentage
Male	27	56.25
Female	21	43.75

- The study indicated that majority of VEC members were males.

c. Educational qualification of VEC members

Educational qualification	Number of members	Percentage
Illiterate	7	14.58
Elementary	11	22.91
Secondary	19	39.58
Higher secondary	6	12.5
Graduation	3	6.25
Post Graduation	2	4.16

- The study indicated that majority (62.49%) of the members of VECs had educational qualification up to secondary education or above.

B. Activities of VEC

Whether members are regularly attending meeting of VEC?	Yes	33	68.75%
	No	15	31.25%

- The study showed that all the members of VEC were not attending the meeting of VEC regularly.

Were you given orientation before you joined as the member of the VEC?	Yes	0	0
	No	48	100%

- The study indicated that no orientation was given to members of VECs before they joined it.

Does your VEC help and cooperate with all other educational institutes in the village viz. NFE Centres, Adults Literacy Centres, Angwanwardi/Balwadi Pre-school, etc. for their smooth and effective functioning?	Yes	0	0
	No	48	100%

- This shows that VECs were not taking any interest for promoting other educational activities in the local area.

C. Schools

Does the school have building of its own?	Yes	48	100%
	No	0	0

- All VEC members had responded that every school had its own building.

Does the school have enough furniture for teacher?	Yes	48	100%
	No	0	0

- All VEC members had responded that enough furniture was provided to teachers in school.

Are the classrooms well equipped for the students?	Yes	48	100%
	No	0	0

- All VEC members indicated that the classrooms were well equipped with furniture, teaching material etc. for their students.

Do you visit your village's school regularly?	Yes	26	54.16%
	No	22	45.84%

- The study had revealed that only 54.16% of VEC members were visiting their school regularly.

Does your school have drinking water facilities?	Yes	48	100%
	No	0	0

- All the VEC members agreed that school had drinking water facilities for the students.

Does your school have a play ground?	Yes	0	0
	No	48	100%

- It shows that none of the schools have playground for the students.

D. Enrollment

Is there any effort on your part to ensure the regular attendance of the children in school?	Yes	22	45.83%
	No	26	54.17%

- The study had indicated that the majority, that is 54.17%, of VEC members were making efforts at their level to ensure the regular attendance of children in the schools.

Have you organised any enrolment drive?	Yes	16	33.33%
	No	32	66.67%

- The study had indicated that majority of the VEC members had not organised enrolment drive.

Is the mid-day meal scheme operational in your schools?	Yes	48	100%
	No	0	0

- The study had shown that mid-day meal scheme was existing in every school.

Does the mid-day meal scheme help in retention of children in schools?	Yes	48	100%
	No	0	0

- The study had shown that the mid-day-meal scheme was helpful in the retention of children in schools.

Is there any impact of your interaction with parents on enrollment?	Yes	25	52.08%
	No	23	47.92%

- Only 52.08% of VEC members were of the opinion that there was visible impact of their interaction with parents on students' enrollment.

E. Retention

Do you approach the parents of children who do not attend the schools?	Yes	20	41.67%
	No	28	58.33%

- It indicated that most of the VEC members did not approach the parents of children who were not attending the class.

Do you make an effort to understand their problem?	Yes	21	43.75%
	No	27	56.25%

- It indicates that only 43.75% VEC members were taking efforts to know the problems of the children who do not attend the school.

Do you make an effort to make the school attractive?	Yes	20	41.67%
	No	28	58.33%

- The study revealed that only 41.66% of VEC members were making efforts to make the school attractive.

Are facilities adequately provided in the schools?	Yes	41	85.42%
	No	07	14.58%

- All members were of the view that adequate facilities were provided in the school.

Do you make a special effort to understand the needs of the girl child?	Yes	18	37.50%
	No	30	62.50%

- The study had indicated that only 45.83% of VEC members were doing sincere efforts to understand the needs of the girl child.

Educational Implications

From the present study it is evident that the role of VEC is capable of providing valuable assistance towards achieving the universalisation of elementary education.

Hence, in many ways, the findings of the present study can be beneficial in strengthening elementary education under DPEP. The findings can be useful for the young children, the teacher, administrator and policy makers as well.

The present study shows that the participation of the VEC members in various activities in the school has positive effect, where it will be worthwhile for the teachers and administrators to encourage the VEC participation and community mobilisation towards achieving the UEE.

There is a realisation today that true decentralisation in education is not feasible without the active participation of local communities in providing resources to schools and in managing them. It is the actual voluntary involvement of parent's community leaders, teachers and administrators that determine this addictiveness of education to local conditions and requirements. The ultimate success of educational outcomes determines the nature of this collaboration.

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A Comparative Study of Emotional Intelligence in Relation to Their Creativity among Boys and Girls Studying at Elementary Level

Shalini Singh

ABSTRACT

Every child has born with some innate and some inherent unique abilities. Education is the only means to draw out these powers. Creativity is one of them. Every child has a spark of creativity. Children are like flowers. As flowers are different in size, shape, colour and fragrance, children also have different levels of creativity. Does the personality traits, emotional intelligence and creativity have any role in improving the performance of the students? So there is need to think about the above-mentioned conceptualisation. So, the study was set up on two variables – emotional intelligence as an independent variable and creativity as a dependent variable – to see the effect of emotional intelligence on creativity and relationship between these two variables among boys and girls studying at elementary level. A total of 100 students (50 boys and 50 girls) studying at elementary level in C.B.S.E Board schools of Meerut district were taken as samples. The selection of schools was done using the lottery method and students were selected through random sampling technique. To achieve the goal, the study was carried out with six objectives. For this purpose, the ex-post facto method and statistical techniques, t-test and Pearson's product-moment correlation method, were used, and it was concluded that boys studying at elementary level are comparatively more emotional, intelligent and creative than girls of the same level.

Keywords: Emotional intelligence, Creativity, Elementary level, Self-awareness, Self-regulation, Self-motivation, Social skills

INTRODUCTION

Man is superior to all animals. Every day is a challenge for every individual and these challenges of daily life are won by abilities such as reasoning, discrimination, understanding, adjustment etc. Intelligence is the only guiding power of all above-mentioned abilities. It creates feeling sensation in human being and provides him capacity to perceive emotions, use emotions, understand and manage emotions. Thus, the ability to perceive, use, understand and manage emotions is termed as 'emotional intelligence'. Emotional intelligence can help a person in knowing, realising the self and maintaining tuning with another person. In 1990, John Mayer and Peter Salovey propounded the concept of 'Emotional intelligence' and defined 'Emotional Intelligence is a type of social intelligence that involves the ability to monitor one's own and other emotions to discriminate among them and to use the information to guide one's thinking

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and action'. Emotional intelligence consists of abilities to motivate and control impulses of an individual.

There are two types of people in our society: brilliant, those who contribute to permanent significance, and creative, those who create new things as original. Thus, creativity means the production of unique things by divergent thinking of an individual. Creativity also provides novel identity (totally or partially) to that particular thing. The term 'creativity' was coined by Camille Bulke. According to James Draver, creativity is 'Producing an essentially new product with constructive (somewhat) use of imagination where a new combination of ideas or images is constructed (strictly when it is self-initiated rather than in actuated) also of thought synthesis, where the mental product is not a mere summation'. Creative students have qualities like originality, free judgement power, sensitiveness, excitement, autonomy etc.

Operational Definitions of Terms Used

(1) Emotional intelligence: According to Goleman 'Emotional intelligence refers to the capacity for recognising our own feeling and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationship'. Goleman has described two types of competence: personal and social competence. The five dimensions of emotional intelligence have 25 competencies given below-

- (i) **Self-awareness**– Emotional self-awareness, accurate self-assessment and self-confidence
- (ii) **Self-regulation**– Self-control, trust worthiness, consciousness, adaptability and innovation
- (iii) **Self-motivation**– Achievement drive, commitment initiative and optimism
- (iv) **Social awareness**– Understanding others, developing others, service, orientation, leveraging diversity and political awareness
- (v) **Social skills**– Influence, communication, conflict management, leadership, change catalyst, collaboration, co-operation and team capabilities

(2) Creativity: Creativity is the process that results into a novel work accepted as useful or satisfying the group. Creativity is one of the intellectual variables which seem to be definitely related to the academic achievement of the students. According to C.V. Good – 'A quality of thought to be composed of broad continue upon which all members of the population may be placed in different degrees, the factors of creativity are tentatively described as associate and ideational fluency, originally adapted and spontaneous flexibility and ability to make logical evolution'. The process of creativity has four steps – preparation (to think about), incubation (to execute the ideas), illumination (to work upon those ideas) and verification (to create new thing by the use of those ideas). There are four main factors responsible for creative thinking – fluency (fertility of ideas), flexibility (to create new thing by great ideas and available resources), originality (unusual responses; unique) and elaboration (to explore the ideas from given outline). By reviewing associated literature related to creativity the researcher has reached the conclusion that the problem of emotional intelligence is new and it affects personality and creativity of boys and girls.

REVIEW OF RELATED LITERATURE

Maslow (1979) identified that creativity gives identity to the person. Goleman (1995) defined in his book that emotional intelligence is more important than intelligence quotient. Jadhav and Patil (2010) found relation between academic achievement and emotional intelligence. Sahay and Samuel (2010) studied influence of emotional intelligence on attitude towards teaching of student teachers and described that attitude towards teaching is affected by their emotional intelligence. Madeshia (2013) concluded on the basis of his research that if a student participates in co-curricular activities more emotional intelligence increases relatively. Madeshia and Sethi (2014) conducted a study of emotional intelligence of pupil-teachers with reference to age, gender and stream and concluded that emotional quotient is affected by all variables. Bala and Goel (2014) done a study of emotional intelligence among adolescents in relation to adjustment and defence mechanisms and resulted that good adjustment and use of less defence mechanisms of adolescents is due to their high emotional quotient. Narang and Taneja (2014) studied emotional intelligence and occupational stress among college teachers and concluded that development of emotional intelligence depends upon occupational stress of college teachers. Kewalraman (2015) prepared different models of emotional intelligence and told about similarities and discrepancies of these models. Khan (2015) conducted a study on emotional intelligence and proved it as a key factor for esteem and neurotic behaviour among students of Karachi. Parikh and Mittal (2015) concluded through his study enhancing emotional intelligence and exciting meaning in life.

Need and Significance of the Study

Both concepts, emotional intelligence and creativity, can be used for research purposes due to assumption that more emotionally intelligent individual might be more creative also. So, to justify the above-mentioned assumption, the research has been carried out on elementary level students.

Objectives of the Study

Objectives of the present study are as follows-

- (1) To determine the level of emotional intelligence of boys studying at elementary level
- (2) To determine the level of emotional intelligence of girls studying at elementary level
- (3) To determine the level of creativity of boys studying at elementary level
- (4) To determine the level of creativity of girls studying at elementary level
- (5) To compare the level of emotional intelligence and creativity of boys and girls studying at elementary level
- (6) To determine the relationship between emotional intelligence and creativity of boys and girls students

Hypotheses of the Study

The following null hypotheses are formulated for the study:

- (1) There is no significant difference between emotional intelligence of boys and girls studying at elementary level.
- (2) There is no significant difference between the creativity of boys and girls studying at elementary level.
- (3) There is no significant relationship between the emotional intelligence and creativity of boys and girls studying at elementary level.

Independent variable: Emotional intelligence

Dependent variable: Creativity

Population and Sample

All the students studying at elementary level in C.B.S.E Board schools of Meerut district have been taken as population. Of these, 100 students (50 boys and 50 girls) were taken as samples. The schools were selected using the lottery method and 100 students were selected through random sampling technique.

Research Tools Used

(1) **Non-verbal test for creativity:** It was prepared in 1991 by Baquer Mehndi to measure creative thinking of a student using three types of activities:

- (a) **Picture construction activity**– It is regarding completion of two items of geometrical figures: semicircle and rhombus in 10 minutes.
- (b) **Incomplete figure activity**– It is related to making of meaningful pictures of different objects from 10 items of line drawing in 15 minutes.
- (c) **Triangle and ellipses activity**– It consists of 14 items: 7 triangles and 7 ellipses to construct different meaningful pictures based on two given stimuli in 10 minutes.

Validity and Reliability of the Test: Validity of the test means it measures for what it has been prepared and fulfils objectives of the test. Reliability of the test is that it provides almost same results after administering time to time on same group of sample. This test provides validity and reliability value of creativity in the form of elaboration and originality (Table 1).

Table 1: Validity and reliability of the test

Test Analysis	Elaboration ^a	Originality ^b	Total Creativity
Validity	0.346	0.329	0.385
Reliability	0.932	0.947	0.946

^aElaboration is represented by Pearson's ability to add more ideas.

^bOriginality is represented by uncommon responses of the student.

Scoring Procedure: Scoring has been done manually. Each item has to be scored for elaboration and originality. For elaboration the testee has to elaborate the given picture and responses given by the testee are reasonably interpreted and scored. For originality weightage of 5, 4, 3, 2, 1 has to be given if the response of testee is 0.1–0.99%, 1–1.99%, 2–2.99%, 3–3.99%, 4–4.99%, respectively.

(2) Multifactor Emotional Intelligence Scale (MEIS): It was prepared in 2003–04 by Dr. Vinod Kumar Shanwal for Indian population to measure identification, assimilation understanding and regulation of emotions. It consists of 141 items based on 31 stimuli. The description of the test is as follows:

Table 2: Components, Stimuli & Item-wise description of all parts of Multifactor Emotional Intelligence Scale

S.No.	Components and sub-scales	Stimuli	Items
Part 1	Identification of emotions	10	50
	Faces	5	25
	Stories	5	25
Part 2	Assimilation of emotions	7	57
	Synaesthesia	4	36
	Feeling biases	3	21
Part 3	Understanding of emotions	12	25
	Blends	4	4
	Progression	5	5
	Transition	2	12
	Relativity	1	4
Part 4	Regulation of emotions	2	9
	Total	31	141

Validity and Reliability of the Test: Validity and reliability of the test is 0.45 at inter-rater level 1 and 0.70 at inter-rater level 2.

Scoring Procedure: Scoring has been done manually, that is five-point scale from extremely ineffective (1) to extremely effective (5) for the items given in Table 2.

RESULT AND DISCUSSION

To test the hypotheses 1 and 2, *t*-test was performed and for hypotheses 3 and 4 correlation coefficient was calculated.

H(1): There is no significant difference between the emotional intelligence of boys and girls studying at elementary level.

Table 3 shows that the calculated mean value of emotional intelligence of boys is greater than

Table 3: Difference between mean value of emotional intelligence of boys and girls studying at elementary level

Students	Sample size	Mean	S.D.	' <i>r</i> ' value	<i>d.f.</i>	Significance 0.01 level	Significance 0.05 level
Boys	50	513.2	30.49	5.47	98	2.63	1.98
Girls	50	486.2	16.93				

that of girls and the calculated value of t is not significant at both 0.05 and 0.01 levels, so the hypothesis is rejected. Thus, it clearly shows that there is significant difference between emotional intelligence of boys and girls. It means that boys are more emotionally intelligent than girls studying at elementary level.

$H(2)$: There is no significant difference between creativity of boys and girls studying at elementary level.

Table 4: Difference between mean value of creativity of boys and girls studying at elementary level

Students	Sample size	Mean	S.D.	' t ' value	$d.f.$	Significance 0.01 level	Significance 0.05 level
Boys	50	59.9	13.71	4.36	98	2.63	1.98
Girls	50	48.96	11.27				

Table 4 shows that the calculated mean value of boys is greater than girls studying at elementary level and the calculated value of t is not significant at both 0.05 and 0.01 levels, so, the hypothesis is rejected. Thus, it clearly shows that there is a significant difference in creativity of boys and girls and boys are more creative than girls studying at elementary level.

$H(3)$: There is no significant relationship between emotional intelligence and creativity of boys and girls studying at elementary level.

Table 5: Co-relation between emotional intelligence and creativity of boys and girls studying at elementary level

Variables	No. of Students	$d.f.$	' r ' ratio	Significance 0.01 level	Significance 0.05 level
Emotional intelligence and creativity	No. of boys 50	48	0.426	0.354	0.277
Emotional intelligence and creativity	No. of girls 50	48	0.428	0.354	0.277

Table 5 shows that the calculated value of ' r ' for boys and girls is not significant at both 0.01 and 0.05 levels, so the hypothesis is rejected. It means there is a significant relationship between emotional intelligence and creativity of boys and girls studying at elementary level. Thus, boys have high emotional intelligence and creativity than girls studying at the same level.

CONCLUSION

The result of the research indicates that boys are more emotionally intelligent and creative than girls. These results show changing scenario of our society. The reasons of more emotional intelligence of boys are environment of their families where both the family members father and mother are working and their father participate in domestic responsibilities. Although nowadays there is an assumption that boys and girls are equal yet they are not equal in society. There might be many factors for less emotional intelligence and creativity of girls as lack of flexibility, freedom, fluency and less attention from parents. The research is a step towards

maintaining more attention towards increase in level of emotional intelligence and creativity of girls so that they might be joined with main stream of society.

Educational implications: Implications of the study are as follows:

- (1) Purposeful programmes regarding increase of emotional intelligence and creativity of girls.
- (2) Execution of programmes to increase emotional intelligence through creativity because there is positive co-relation found between these.

Suggestions for further researches: These are as follows:

- (1) The study of emotional intelligence can be carried out on male and female teachers of primary, secondary and higher levels.
- (2) The study of creativity can be carried out on male and female teachers of primary and secondary levels.
- (3) A comparative study of emotional intelligence of male and female teachers of primary and secondary levels.
- (4) A comparative study of creativity between male and female teachers being teacher trainees of self-financed and government colleges.
- (5) A comparative study of emotional intelligence between male and female teachers being teacher trainees of self-financed institutes and government institutes.

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www.6seconds.org The Emotional Intelligence Network.

Moral Judgment as Related to Family Environment of Students at Elementary Level

Kalpana Thakur

ABSTRACT

The present article attempts to study the relationship between moral judgment and family environment of elementary school students. The study is descriptive in nature and was conducted on 200 elementary students from four schools (two government and two private) of Chandigarh. The major findings were: (i) students of private schools exhibited high moral judgment ability than students of government schools, (ii) male and female students exhibited comparable moral judgment ability and (iii) the correlation between moral judgment and family environment of elementary students was found to be positive but not significant.

Keywords: Moral judgment, Family environment

INTRODUCTION

Moral judgment involves the cognitive capacity and insight to see the relationship between an abstract principle and concrete cases and judge the situation as right or wrong keeping in view of the moral standards. According to Kohlberg (1969), moral judgment is the capacity to make decisions and judgments which are moral (i.e. based on internal principles) and to act in accordance with such judgments. Both philosophers and psychologists have tried to explain the development of moral judgment. Durkheim (1961) placed emphasis on the role of society in assisting individuals with the development of sound moral judgment. Dewey clearly viewed growth in moral judgment as the outcome of a process engaged by a person who is aware of the rational, social and moral dimensions of the decisions and choices being made (Dewey, 1975). Freud theorised that there were elements within the mind around which constructs required for moral judgment developed (Storr, 1989). These personality constructs he labelled Id, Ego, and Superego. Piaget (1965) departed from the Freudian approach and conceptualised moral development as part of overall cognitive development. Moral judgment, in his view, developed according to an age-regulated timeline tied to maturational processes that are unique to the individual whereas behaviourists maintained that moral judgments like all human behaviours were determined by conditioning. Supported by the techniques of classical and operant conditioning a behavioural therapist could strengthen or extinguish any behaviour or commitment to any moral position through the appropriate application of rewards and consequences (Rogers, 1983).

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Kohlberg (1969) attempted the broader application of Piaget's theory to an expanded explanation for moral development. He conceived three levels of moral reasoning with two stages at each level. According to Kohlberg, how people reason rather than what specific moral conclusions they reach determines their specific stage of moral development. Kohlberg (1976) believed that the stages of moral development were dependent upon the logical reasoning nature of cognitive development. The attainment of higher levels of cognitive development is necessary for progression to higher moral stages (Kohlberg, 1976). Parikh (1980) supported Kohlberg's claim of cross-cultural universality of sequences and stages in her study and reported that parent-child relationships is a favourable condition for the moral judgment development of the children of urban upper middle-class families in both Indian and American cultures. Research revealed higher moral judgment capacity in older children than younger ones suggesting that maturity is a necessary (through not sufficient) condition for development of moral judgment ability (Gupta, 2010; Singh and Singh, 2014). Singh (2011) reported students of low SES group showing better moral judgment than the students of high SES group in case of convent schools whereas no significant difference was reported in the moral judgment of high and low SES group students of Nagar Palika background schools.

Various psychologists have viewed the evolution of moral judgment as the outcome of a complex process involving socialisation, instruction and age-related development as well as a complex mix of determinism and human freedom (Hawkins, 2005).

Family is the first and probably the foremost training ground of attitudes and values of human being. It is there that the individuals learns his first lessons about what groups to disapprove, what to consider right or wrong and what to regard as virtue. Because children's lives are centred initially within their families, the family environment becomes the primary agent of socialisation. The family environment involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique (Zastrow and Kirst-Ashman, 2013). The environments can differ in many ways. The major differences lie in the socio-economic level, parents' education and parenting styles. Hawkins (2005) identified that permissive style of parenting has a more powerful impact on the development of moral judgment than the less powerful, although significant, authoritative parenting style. Betsy (1994) indicated that, during adolescence, parent moral judgment was related to offspring moral reasoning but was a stronger predictor of moral judgment among girls than boys. During young adulthood, fathers' moral judgment and education were the strongest predictors of both sons' and daughters' moral reasoning. However, education, not parent moral reasoning, limited the moral stage attained by adult offspring. Bharti (2014) revealed higher moral judgment ability in children living with their families than the children living in orphanages.

Need of the Study

The various education commissions and committees have emphasised that the main purpose of education is to bring about holistic development of individual which includes moral development and spiritual development leading to character formation. There is a need to inculcate these values among children to enable them to contribute in the democratic and secular society like ours. For this, there is a need to focus on development of moral judgment

capacity to distinguish between right and wrong and to make concrete, approved acceptable decisions in complex situations.

Moral judgment is nurtured in proper environment. This environment can be within the family, outside the family, that is neighbourhood, school or any other social institution. Family environment is the most important factor influencing moral judgment of the child. Family environment can be healthy or unhealthy. Family is the primary social agent which helps a child to learn various aspects of life. Family is the major motivating factor in internalising and manifesting values.

The elementary stage is the most important phase of education as from here the students will enter the adolescent stage. The child at an elementary stage is more emotionally stable. His moral judgment is based on the desire to obtain approval of others. He is ready to follow the rules and regulations of the society. Hence, it becomes imperative to find the level of moral judgment of the students at elementary level and what kind of efforts are required so that they are able to cross this stage and attain the highest level of morality in their adolescence and adulthood.

Objectives of the Study

The objectives of the present study were

- To determine the level of moral judgment of elementary school students.
- To compare the elementary students on the level of moral judgment with respect to type of school (government and private) and gender.
- To compare family environment of elementary students with respect to type of school and gender.
- To determine the relationship between moral judgment and family environment of elementary students.

Hypotheses

The study was designed to test the following null hypotheses.

H1: Elementary students of government and private schools exhibit comparable mean scores on moral judgment.

H2: Male and female elementary school students yield comparable mean scores on moral judgment.

H3: There exists no significant interaction between school type and gender with respect to moral judgment.

H4: Elementary students of government and private schools exhibit comparable mean scores on family environment.

H5: Male and female elementary school students yield comparable mean scores on family environment.

H6: There exists no significant interaction between school type and gender with respect to family environment.

H7: There exists no significant correlation between moral judgment and family environment of elementary school students.

Method of the Study

Descriptive method of research was employed for the present study.

Sample

For the current investigation, 200 students of classes VII and VIII were randomly selected from four schools of Chandigarh (two government and two private), namely G. Model Sr. Sec. School, Sector 35, G. Model Sr. Sec. School, Sector 33, Bhavan Vidyalaya, Sector 27 and Saupins Sec. School, Sector 36. Sample distribution is shown in Figure 1.

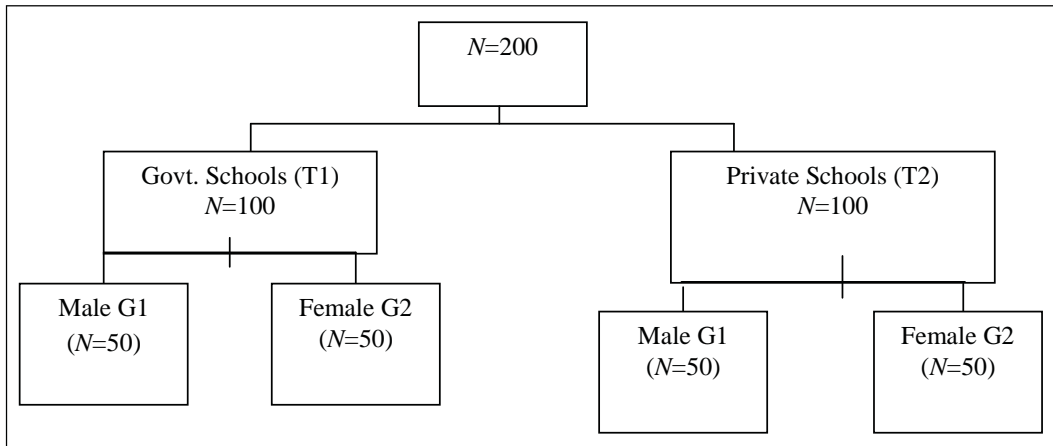


Figure 1: Distribution of sample

Tools Used

1. Moral judgment test by Sinha and Verma (1992)
2. Family environment scale by Vohra (1998)

Collection of Data

The data was collected from the selected sample by administering moral judgment test and family environment scale according to the instructions given in the respective manuals by the authors of these tests. The questionnaires were scored with the help of scoring key given in the manual.

Analysis of the Data

The scores of the elementary school students on moral judgment were subjected to 2×2 analysis of variance. To determine the level of moral judgment among the students, Z-scores

were calculated. Table 1 presents the means and SDs of the sub-samples of students' scores on moral judgment. Table 2 represents the level of moral judgment ability among the students and summary of 2x2 ANOVA is presented in Table 3.

Table 1: Means and SD's of sub-samples of students' scores on moral judgment

	Male (G1)	Female (G2)
T1 (Govt. schools) Mean = 31.63 SD=4.62 N=100	Mean = 32.2 SD = 4.85 N = 50	Mean = 31.28 SD = 4.52 N = 50
T2 (Private schools) Mean = 33.30 SD=4.55 N = 100	Mean = 32.84 SD = 4.53 N = 50	Mean = 33.76 SD = 4.56 N = 50

Table 2: Level of moral judgment among elementary school students

High	1.95%
Above average	7.6%
Average	71.45%
Below average	13.41%
Low	–

Table 2 shows that ~71% of elementary students of Government and private schools of Chandigarh have moral judgment of average level, 13.41% have moral judgment at below average level and very few students have high level of moral judgment. The data indicates that maximum of students at this age level can reach up to the maximum of average level of moral judgment.

Main Effects

Type of school (T)

F-ratio for the difference between government and private elementary school students on mean scores of moral judgment was found to be significant at 0.05 level of confidence. Hence, H1 was rejected. A comparison of means show that elementary students of private schools exhibited higher moral judgment. This indicates that in private schools moral education

Table 3: Summary of 2X2 ANOVA for moral judgment of elementary school students

Source of Variation	SS	df	MSS	F
Type of school T	139.445	1	139.445	6.56*
Gender G	32.805	1	32.805	1.54 (N.S)
T×G	0.605	3	0.202	0.009 (N.S)
Error	4124.9	194	21.262	

*Significant at 0.05 level; N.S: Not significant

or value-oriented education is an integrated part of curriculum, whereas this may not be in the case of government schools.

Gender (G)

F-ratio for the difference between male and female students on mean scores was found to be not significant even at 0.05 level of confidence. This indicates that male and female students exhibited comparable moral judgment. It means that both have same views and act in a same manner as far as morality is concerned. Hence, H2 was accepted.

Interaction Effects

Type of school and gender (TxS)

F-ratio for the interaction between the type of school and gender was not found to be significant even at 0.05 level. The male and female elementary students in government and private schools exhibited comparable moral judgment leading to the inference that type of school and gender do not interact with each other. Hence, H3 was retained.

The scores of the senior secondary students on family environment were subjected to 2x2 analysis of variance. Table 4 presents the means and SDs of the sub-samples of students' scores on family environment and summary of 2x2 ANOVA is presented in Table 5.

Table 4: Means and SDs of sub-samples of students' scores on family environment

	Male (G1)	Female (G2)
T1 (Govt. schools) Mean = 60.99 SD = 4.96 N = 100	Mean = 60.16 SD = 5.30 N = 50	Mean = 61.82 SD = 4.50 N = 50
T2 (Private schools) Mean = 62.45 SD = 4.43 N = 100	Mean = 62.12 SD = 4.12 N = 50	Mean = 62.78 SD = 4.74 N = 50

Table 5: Summary of 2X2 ANOVA for family environment of elementary school students

Source of variation	SS	df	MSS	F
Type of school T	106.579	1	106.579	4.81*
Gender G	67.279	1	67.279	3.04 (N.S)
T×G	12.502	3	4.167	0.19 (N.S)
Error	4299.961	194	22.165	

*Significant at 0.05 level; N.S: Not significant.

Main Effects

Type of school (T)

F-ratio for the difference between government and private elementary school students on mean scores of family environment was found to be significant at 0.05 level of confidence.

Hence, H4 was rejected. A comparison of means show that family environment of elementary students of private schools is more conducive and motivating than students of government schools.

Gender (G)

F-ratio for the difference between male and female students on mean scores was found to be not significant even at 0.05 level of confidence. This indicates that male and female students receive similar kind of family environment. Both receive similar treatment on various dimensions of family environment. Hence, H5 was accepted.

Interaction Effects

Type of school and gender (TxG)

F-ratio for the interaction between the type of school and gender was not found to be significant even at 0.05 level of confidence. The male and female elementary students in government and private schools have similar family environment leading to the inference that type of school and gender do not interact with each other. Hence, H6 was retained.

Pearson coefficient of correlation was calculated to determine the relationship between moral judgment and family environment. The values for different groups are shown in Table 6.

Table 6: Coefficients of correlation for moral judgment and family environment of male and female elementary students of government and private schools and of total sample

Government schools	Private schools	Males	Females	Total sample
0.066	0.142*	0.044	0.209*	0.126

*Significant at 0.05 level

Table 6 shows that moral judgment and family environment are positively related to each other in all the groups but relationship is significant only in the case of elementary students of private schools and female students, whereas in the case of government schools the relationship is not significant between male students and total sample. This indicates that a student coming from more positive and conducive environment tends to exhibit more moral judgment capacity. Thus, it can be inferred that family environment affects the development of moral judgment only in the case of students of private schools. Hence, H6 stands verified.

Educational Implications

The findings of the present study suggest that attention is needed in establishing value-oriented family environment and to impart value-oriented education in schools to prevent the moral downfall of the individual and the society as a whole. Some of the ways by which the teachers can contribute towards the development of moral judgment capacity among students are as follows:

- Value education as a compulsory subject should be included in curriculum at school level so that students in all schools would be benefited.

- By conducting PTMs regularly, thereby counselling the parents and jointly resolving serious issues related to students.
- By discussing controversial, ill-structured issues with students throughout their educational activities, and make available resources that show the factual basis and lines of reasoning for several perspectives.
- By creating opportunities for students to analyse others' points of view and to develop and clarify own points of view about controversial issues.
- Give students frequent feedback and provide both cognitive and emotional support for their efforts.

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To Study the Views of the Principals of the Selected Schools about the Implementation of Environmental Education Programme

Surekha Devi

ABSTRACT

High population growth and subsistence agriculture eventually lead to forest degradation, deforestation, soil erosion, and loss of biodiversity. These environmental problems are further compounded by illiteracy, lack of conservation awareness, financial and technical constraints, and wrong policy on the part of the government. Environmental education gets least priority because other immediate development issues become more crucial for the government. The present paper discusses the views of principal of school about the environmental education programme.

Keywords: Environment, Programme, Principals, Students, Education, Teachers, School

INTRODUCTION

Environmental problems are not the problem of developing countries like India but it is the need of hour to make the whole society conscious about the ecosystem and ecological balance. Recommendations of the Stockholm conference in 1972 declared that there was close link between the society, the environment and the relationship between them was at critical stage, saying that “a point has been reached in history when we must shape our action throughout the world with more care for their environmental consequences” (Basu, 1991).

Thus, this is a crucial time to realise that environmental sensitivity and environmental friendly behaviour should be cultivated among masses particularly among youth. For the awareness of the society, it is essential to work at grass root level so that the whole society can work to save the environment. If we want the environmental values in the children, in due course, we will get the seedlings in the form of adolescents, which will nurture as tree i.e. citizen-having responsibility towards environment. For this purpose, it is essential to educate and train the children regarding the significance of healthy environment. When students learn about the functions of eco-system and about environmental action strategies that contributes to their maintenance they develop more environmentally responsible behaviour.

The accomplishment of eco-friendly environment, sustained and equitable development, protection and preservation of biodiversity remains the greatest challenge to humanity today.

The essential task of development is to provide an access to resources and opportunities for

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a better quality of life to all people, but recent years have witnessed increasing concern that either development would lead to serious environmental damages or environmental constraints would limit development. Therefore, appropriate policies, programmes and technologies must be adopted to encourage efficient use of resources that lead to less environmental harm to the society. In order to achieve this objective, a reorientation of the education system is required which will lead to a heightened sense of responsibility in individuals and group towards eco-friendly and sustainable development. This is possible only when environmental issues are identified, scientifically understood and appropriate solutions applied for their improvement; into the way, people perform their trade, profession, and occupation.

Environmental education is a permanent process in which individuals gain awareness of their environment and acquire the knowledge, values, skills, experiences and determination, which will enable them to act individually and collectively to solve present and future environmental problems in order to meet their needs without compromising those of future generations. Environment education can be summarised based on the following components:

- (a) All forms of life are important.
- (b) Everything is dynamic, interconnected, and independent.
- (c) Everything must go somewhere.
- (d) Nature is not a gift from our ancestors but it is a loan from our grandchildren.

Objective of the Study

To study the views of the principals of the selected schools about the implementation of environmental education programme

REVIEW OF RELATED LITERATURE

In (2003) Smith concluded through his study that adult basic education shows a relationship but they differ in their response regarding the awareness of the environmental programme. Abraham and Arjun (2005) stated that there exist high positive and significantly correlation between environmental attitude at the sample based on gender and local area. In the context of Himachal Pradesh, the government and secondary school students were kept under study by Biasan (2005) found that both were not significantly different from each other and environmental awareness found to be somewhat low. A similar study of environmental awareness on secondary school teachers of Himachal Pradesh in relation to sex and stream are conducted by Sharma (2006) concluded that there exist a significant difference in males and females of science stream. Kumari (2009), Jyoti (2011), Kondal (2012), Katoch (2013) conducted study on environment awareness in district Bilaspur, Una and Kangra of Himachal Pradesh. It was pointed out that government and private school students were fully aware of the environmental issues. Miller RH, 1988 found that outdoor activities play important role in cerating environment awareness.

RESEARCH METHODOLOGY

The purpose of present study was to investigate and study the views of principal towards the implementation environmental education programme .For this purpose the ‘Descriptive method was used. Self constructed interview schedule is used for collecting data.’then the collected data is converted into percentage.

Sampling

Owing to obvious constraints of field situation, it was not possible to encompass the entire accessible population. Hence, it is thought advisable to select sample randomly .A sample of 20 principals was selected for the study.

ANALYSIS AND INTERPRETATION OF DATA

Views of the principals of the selected schools under Himachal Pradesh government

Table 1 indicates that 60% of principals were of view that the recommendations of the H.P. government were kept in view for starting the environmental education programmes in the schools. Moreover, 20% of principals have expressed that for starting environmental educational programmes the availability of the teaching staff in the school is given due consideration. About 5% of principals have pointed out that the needs of students were kept in mind. 15% of principals have mentioned that the demand of local community was kept in view.

Table 1: Responses of principals regarding the criteria that keep in view for starting environment educational programme in the schools

Criteria	Frequency/percentage of responses of principals (20=100%)
On the recommendations of the Himachal Pradesh government	12(60.00%)
Students needs	1(5.0%)
Demands of local community	3(15.0%)
Availability of the teaching staff in the school	4(20.00%)

The Financial Help and Grant

Table 2 reveals that 35% of the principals have expressed that the budget/fund/grant provided by Himachal Pradesh Government/NGOs were sufficient for running the environmental educational programmes however, majority of principals i.e. 65% did not agree with this view.

Table 2: Responses of principals for the budget/fund/grant provided by Himachal Pradesh government/NGOs are sufficient

Item	Frequency/percentage of reponses of principals (20=100%)	
	Yes	No
Is the budget/fund/grant from Himachal Pradesh NGOs sufficient for running the environmental education programme	7(35.00%)	13(65.00%)

Table 3: Responses of principals/heads regarding the budget/fund/grant provided by Himachal Pradesh Government/NGOs for the Environmental Educational Programmes

The sources which provide financial assistance	Frequency of responses of principals and their percentage (20=100%)
Himachal Pradesh government	12(60.00%)
Non-governmental organisations (NGO)	2(10.00%)
Both Himachal Pradesh government and (NGOs)	4(20.00%)
Donations from Community	2(10.00%)

Table 3 indicate that 60% of principals/heads have expressed that govt. is the main resource for providing financial assistance to the school for running the environmental educational programmes. Whereas, 20% of principals/heads have expressed that grant from the both Himachal Pradesh government and NGOs were the sources of financial assistance. Further, 10% of the principals pointed out that NGOs also provide financial assistance to the schools to run environmental educational programmes. 10% of the principals expressed financial assistance was also provide by donations from the community.

Table 4: Responses of the principals about the major environment problems that need to be tackled in the community

Problems lead to tackle	Frequency/percentage of responses of principals (20=100%)
Proper disposal of waste material	12(60.00%)
Lack of environment awareness among community people	3(15.00%)
Lack of attitude to keep surrounding neat and clean	5(20.00%)

Community Issues

Table 4 reveals that 60% of the principals were of the view that in community there is no proper disposal of waste material, while 15% of the principals were of the view that there is lack of environment awareness among community people. However, 20% of principals have expressed that the community people lack attitude to kept surrounding neat and clean.

The data presented in the Table 5 the data presented in the table reveal that 50% of principals were of the view that it was necessary to make people aware about environment related problems ,while 25% of principals pointed out that the problem of environment can be reduced

Table 5: Responses of the principals to preserve environment in the community

Preservation of environment in the community	Frequency/percentage of responses of principals (20=100%)
Making people aware of environment related problem	10(50.00%)
By active participation in environment activities	5(25.00%)
By making people aware about various projects/programmes launched by H.P. govt.	5(25.00%)

by active participation of people in environment related activities. However, 25% of principals were of the view that it would be of great help that we make people aware time to time about various projects launched by Himachal Pradesh government.

Table 6: Responses of the principals for the causes of deterioration of environment in surrounding

Causes of deterioration of environment	Frequency/ percentage of responses of principals (20=100%)
Excessive cutting of trees by local people	12(60.00%)
Over grazing of cattle	4(20.00%)
Use of fertilizers in the fields	4(20.00%)

The data presented in Table 6 shows that 60% of the principals were of the view that excessive cutting of trees was by local people. However, 20% of the principals were of the view that there was over grazing of cattle and 20% of principals were of the view that the use of fertilizers in the fields is responsible for the deterioration of environment in the surrounding areas.

Teaching Methodology/ Teaching Strategies

Table 7 reveals that 20 % of the principals were of the view that in their schools lecture method was used by the teachers whereas, 10% of the principals were of the view that lecture cum demonstration method was used by their teachers 10 percent of the principals expressed that problem solving method was used in the schools by their teachers ,while 10% of principals were of the opinion that the teachers used master learning approach in their teaching, while 15% of principals were of the opinion that their teachers used audio visual aid in their teaching. 10 percent of principals expressed that assignments were given by the teachers to their students for concerned subject, 10% of the principals were of the view that field trip were organised in their schools, while 10% of the principals expressed that other activities like poster making, slogan writing, wall magazine competition, rally, community participatory programmes etc. were carried out in the school.

Table 7: Responses of principals regarding the teaching strategies, which the teachers adopt for providing instruction to the students in environmental educational programmes

Teaching strategies	Frequency/percentage of responses of principals (20=100%)
Lecture method	4(20.00%)
Lecture cum demonstration method	2(10.00%)
Problem solving method	2(10.00%)
Master learning approach	2(10.00%)
Audio visual aid, video, T.V radio etc.	3(15.00%)
Assignment	3(15.00%)
Field trips	2(10.00%)
Any other please mention	2(5.00%)

Table 8: Responses of principals regarding preparation of instructional material

Preparation of instructional materials	Frequency/percentage of responses of principals (20=100%)
Teachers	14(70.00%)
Experts from other institution	3(15.00%)
Any other, please mention	3(15.00%)

From Table 8 it inferred that 70% of the principals have expressed that teachers mostly prepared the instructional materials for environmental education whereas, 15% the principals have pointed out that the experts from other institutions prepared the instructional material. Besides, 15% of the principals have mentioned that instructional material was prepared by Himachal Pradesh government and concerned NGO as well.

Table 9: Responses of principals regarding opportunities provided by the schools to the teachers to keep teachers up to date

Type of orientation	Number of responses of principals (20%)	Frequency/percentage of responses of principals (20=100%)
Workshop	2	10.00%
Seminar	7	35.00%
Refresher courses/ orientation programmes	11	55.00%

Table 9 reveals that 10% principals have expressed that they organised workshop, while, 35% of the principals were of the view that they organized seminar for their teachers. However, 55% of the principals were of the view that teacher's knowledge is updated through refresher courses/orientation programmes.

Role of NGO in Community

The role that the NGO plays in the community, is given in the Table 10.

Table 10: Responses of principals for working of NGO in the Community

Working of NGO in the community	Frequency/percentage of responses principals (20=100%)
Celebration of environment day	13(65.00%)
Organisation of rally	7(35.00%)
Cleanliness of local area	3(15.00%)

Table 10 reveals that 65% of the principals were of the view that NGO members celebrated environment day every year. However, 35% of the principals were of the view that NGOs play significant role by organizing rally, while 15% of the principals were of the view that NGOs work for the cause of cleanliness of local area.

The data presented in the Table 11 reveals that 15% of the principals were of the view that NGOs in our locality indulge in making drainage system, 45% of principals were of the view

Table 11: Activities carried out by NGOs in locality

Items	Frequency/percentage of responses of principals (20=100%)
Making drainage system	3(15.00%)
Planting tree	9(45.00%)
Creating environment awareness among masses	8(40.00%)

that tree plantation is carried out by NGOs, while, 40% of principals were of the view that NGOs play significant role in creating environmental awareness among masses.

Problems as an Administrator

The frequency of response and their percentage pertaining to the problems faced by the principals in managing environmental educational programmes in their school presented in Table 12.

Table 12: Responses of principals regarding the problems faced in managing environmental educational programmes in the school

The problems faced in the management	Frequency/percentage of responses of principals (20=100%)
Non-availability of the teaching staff	6(30.00%)
Non-availability of accommodation	8(35.00%)
Non –availability of fund	4(20.00%)
Inadequate instructional /study material/ textbooks	2(15.00%)

Table 12 reveals that 30% of principals were of the view that non-availability of teaching staff is the problem faced by their school in the management of the environmental educational programmes. Moreover, 35% of the principals have pointed out that the non-availability of accommodation, while 20% of the principals were of the view that there is non-availability of fund for managing the environmental education programmes in their schools. 15% of the principals have mentioned that the availability of inadequate instructional/ study materials and textbooks, are other problems faced by their schools in the management of the environmental education programmes.

Findings of the Study

1. As the response of the principal is concerned regarding the programme of environmental preservation which is launched by govt. of Himachal Pradesh most of principals are aware of it. Majority of principals are of the view that the recommendations of the Himachal Pradesh government keep in view for starting the environmental education programme in the schools. Few principals have expressed that for starting Environmental Education Programmes, the availability of the teaching staff in the school should be kept in view.
2. Majority principals/heads are of the view that Himachal Pradesh government. is the main source for providing financial assistance to the school for running the Environmental

Education Programmes. Few principals/heads have expressed that grant from the both Himachal Pradesh government and NGOs are the source of financial assistance.

3. Majority of the principals are of the view that in community there is no proper disposal of waste material (60%), 20% are of the view that there is lack of environment awareness among community people and lack of attitude to keep their surroundings neat and clean.; Majority of the principals (50%) are of the view that it is necessary to make people aware about environment related problems, 25% are of the view that, we need active participation of people in environment related activities and we can make people aware time to time about various project launched by Himachal Pradesh government.
4. Majority of principals are of the view that excessive cutting of trees by local people, over grazing of cattle and use of fertilizers in the field is responsible for the deterioration of environment in surrounding areas. Majority of the principals are of the view that their teachers use the lecture method. Few principals are of the view that their teachers use method like lecture cum demonstration method, project method, problem solving method, assignment method and field trip method.
5. Majority of principals have expressed that the instructional materials of environmental education for students are mostly prepared by teachers whereas, small number of principals have pointed out that the instructional material is prepared by the experts from other institutions and by concerned NGO. Majority principals have expressed that they organised workshop, seminar refresher courses/orientation programmes for their teachers.
6. Majority of the principals are of the view that NGO sometimes play significant role in creating awareness among masses, few principal are of the view that we cannot say anything about the working of the NGO.

The study reveals that most of the principals are of the view that non-availability of accommodation is the problem faced by their schools in managing of the environmental education programmes. Moreover, few of the principals have pointed out that there is non-availability of teaching staff, there is non-availability of fund, the availability of inadequate instructional study materials and textbooks and laboratories are other problems faced by their schools in the organisation of the environmental education programmes.

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Assessment of Adjustment Pattern of Higher Secondary School Students in Relation to Academic Streams and Social Category

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ABSTRACT

Life is a series of adjustments, better the adjustment the more is success in life. The capacity of adjustment helps the individual fitting him to given circumstances and also fulfills one's needs. It is an active and reciprocal relationship between the individual and his/her surroundings which is very much essential in case of young generation, as the lacking of the adjustment capacity leads to various personality complexities among the younger. The various factors like psychological factors, psycho-social factors, physiological factors, etc. are more and less influential in forming adjustment pattern of individuals. Again the relationship between adjustment and achievement has been the subject of study for the scholars interested in the field of education for long times. Present researchers tied to study the pattern of adjustment among the Higher Secondary School going students in respect to two attribute variables i.e., academic streams and categories. Hence, the problem identified was titled as 'Assessment of Adjustment Pattern of Higher Secondary School Students in relation to Academic Streams and Social Category'. For this purpose researchers took 300 (N=300) Higher Secondary level students with different social categories studying in various streams as their sample of the study. Adjustment Inventory developed by Sinha and Singh has been used to measure the level of adjustment. The findings of the study revealed that there was no difference in adjustment among the students of various academic streams but differences among social categories in the adjustment were found significantly.

Keywords: Adjustment, Academic streams, Social categories

INTRODUCTION

The gaps in achievement level among social groups and students of various streams are a common observation by the scholars in the field of education. The academic backwardness of some social categories like SCs and STs is one of the major concerns of our society. There are various factors responsible for the gaps in achievement among social categories. The personal and environmental resources are assumed as the determinants of such individual differences in both the adaptation and achievement level. It is general observation that the academic attainment of people belonging to tribal community, rural and female is very poor. Being as academicians and education as discipline of their teaching and learning, the researchers

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have showed interest to consider this problem. They made a detailed review of findings and found that the academic progress of the students was determined by various factors viz. sociological, psychological, environmental and personal factors. Besides the socio-economic and physical limitations, different psychological aspects like intelligence, memory, anxiety, interest, attitudes, adjustment, aspiration, self-concept, motivation are expected to be the major influential determinants of academic progress. Based on theoretical concept of academic streams and personality of social groups, the present researchers selected Adjustment as an important variable to estimate the status of Adjustment of secondary students belonging to different sections. Keeping the above issues in their minds the researchers identified this problem for the study. Thus, the problem identified by the researchers was titled as 'Assessment of Adjustment Pattern of Higher Secondary School Students in relation to Academic Streams and Social Category'.

LITERATURE REVIEW

Matto (1980) undertook a study on social and emotional adjustment patterns of boys and girls at various levels of socio-economic status and general intelligence. The differences in adjustment of adolescents at various socio-economic strata have been found significant. Kamalesh (1981) investigated a study on self-concept, adjustment, interests and motivation among SC and non-SC students. He found that, the level of adjustment among the urban SC students belonging to lower socio-economic status was below normal and the non-SC students in both the urban and the rural areas did not have adjustment problems. The study of Anshu (1988) showed that family climate was an effective determinant of adjustment of adolescents. Family climate rather than locality and sex were to be significantly responsible for the emotional adjustment of adolescents. The study on the Adjustment Problems of Chinese students in USA by Lou (1990) revealed that ages and marital status of Chinese students were significantly related with their adjustment problems. Kashap (1993) reported that the boys and girls differed significantly on adjustment. The study conducted by Rajamankkam and Vasanthal (1993) reported that adjustment and achievement was significantly related. Rawat (1995) found in his study that the parent-present students differed significantly from parent-absent students in adjustment. Bhardwaj (1997) proved that extraversion and neuroticism were the indicators of global as well as area wise (home, social, school, emotional and health) adjustment among adolescents. Gupta (1981) reported that self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

Objectives of the Study

- To study the level of adjustment of school students in respect to the academic streams.
- To study the level of adjustment of school students in respect to social categories.
- To develop and/or adopt, and standardize tool for measuring adjustment.
- To suggest for developing the level of adjustment based on the findings of the study.

Significance of the Study

The researchers purposed that adjustment as an important variable, which is more responsible for enhancing the academic performance. The right kind of studies conducted in such field

can prevent wastage and dropout in education, checks the poor academic performance, assist for proper utilization of resources and would be helpful in policymaking. Students, teachers and parents will be benefited from this study experiencing the knowledge on important issues related to adjustment problems of school going students, organizing programmes, etc. The planners and administrators will be able to assume the effects of some interactive non-intellectual psychological factors in relation to academic achievement of secondary school students. Ultimately, the study might be helpful for qualitative upliftment of school education i.e., in framing curriculum, organizing programmes, employing methods of teaching and evaluation. The study would be helpful to teachers, educational planners, administrators, further researchers, etc. in various ways.

Hypotheses

The following null-hypotheses were considered for the present study:

H01: There exists no significant difference in the adjustment between Arts and Science students.

H02: There exists no significant difference in the adjustment between:

- (a) General category and SC Students.
- (b) General category and ST Students.
- (c) SC and ST Students.

METHODOLOGY AND DESIGN OF THE STUDY

A. Methods Employed

The major objective of this study was to assess the pattern of adjustment in school students. The study at present has been planned an implemented descriptive framework. It aims at comprising the level of adjustment in respect to academic streams and social categories. As such the method of the investigation was confined to a descriptive and analytical approach; the methodology of the study involves collection, tabulation and meaningful analysis of the data and drawing out the relevant inferences. Hence, description of the investigation is obviously combined with analysis, comparison, contrast, interpretation and evaluation.

B. Variables Studied

- (a) One output or dependent variable, i.e., Adjustment.
- (b) Two attribute variables, i.e., academic streams (*Arts and Science*) and category (*general category, scheduled castes and scheduled tribes*)

C. Population and Sample

The population of the study was the higher secondary school going students of West Bengal. Three schools have been selected for the purpose of the present study. A number of 300 students from different courses and social categories were selected from two areas situated in Jalpaiguri District of West Bengal. The method of purposive sampling has been followed in selecting the sampling units. The details of students strata wise have been depicted in Table 1.

Table 1: Showing the distribution of sample

Social categories	Streams		Total
	Arts	Science	
General category	50	50	100
SCs	50	50	100
STs	50	50	100
Total	150	150	N=300

D. Tools Used

For the present study, the researchers have selected 'Adjustment' as one of the major variables of the study. They critically reviewed various Adjustment Inventories developed in India and abroad. Finally, the researchers have selected Adjustment Inventory developed by Sinha and Singh that contained all the dimensions has been considered to be studied by the researcher for the present study. The psychological basis of the dimensions and the items involved in such test was matched perfectly with the present situation of this investigation.

E. Statistics Used

The collected data from students were subjected to different statistical techniques. All the statistics used in the study can be divided into four major parts, i.e.,

- *Descriptive Statistics:* In order to find out the nature of sampling distribution, descriptive statistics were carried out for the variable. For this purpose, the statistics such as mean and S.D. were calculated.
- *Inferential Statistics:* The 't'-test was adopted to find out whether there was any significant mean difference between gender and students groups within the variables under consideration.

Description of the Tool Used

For measuring the level of adjustment of school going students, the present researchers have selected 'Adjustment Inventory' developed and standardized by Sinha and Singh in 1993 which contained all the dimensions as considered to be studied by the researchers for the present study. This Inventory has been designed to measure the adjustment pattern in the three areas of adjustment i.e., (a) emotional, (b) social and (c) educational within the age group of 14–18 year. This inventory consists of 60 items in total and 20 items in each area of adjustment.

Justification of the Tool Used

The tools having high reliability and validity are more justified to employ for collection of data or assessment of the selected variables. For this purpose, the researchers have determined the reliability and validity of the Adjustment Inventory selected for the present study. For determining the reliability and validity, the sample consisted of 183 higher secondary school students of both the sexes of various streams, i.e., Arts, Science and Commerce including

belonging to three categories, i.e., General, SCs and STs were selected. The inventory was administered on the students of XI and XII grade students. A considerable time was provided to complete the responses. The difficulties faced by the students were noted. After seven days test has been re-administered on same sample. Both the test and the re-test scripts were scored for determining the coefficient co-relation.

Reliability: Through the test–retest method, researchers determined the value of coefficient and correlation, which was 0.717 and was significant at 0.01 level. Hence, it had been proved that the Adjustment Inventory developed by Sinha and Singh had the high reliability. So the selection of this tool for measuring Adjustment of Secondary students was justified. For measuring the internal consistency of the inventory, the researchers have determined the dimension-wise reliability of the test which are depicted in Table 2.

Table 2: Showing the co-efficient of correlation of Adjustment Inventory (dimension-wise)

Dimension	Emotional adjustment	Social adjustment	Educational adjustment	Total test
Emotional adjustment	1.00	0.76	0.77	0.81
Social adjustment	0.76	1.00	0.78	0.69
Educational adjustment	0.68	0.71	1.00	0.71
Total Test	0.81	0.69	0.71	1.00

The co-efficient of correlation (dimension wise) of the scores for Adjustment Inventory showed that, there was a greater reliability of the test result as in each case the values were higher. Hence, this test has proved more justified to adopt for the present study.

Validity: The researchers have considered verifying the content and constructing validity of the test selected to adopt.

- **Content validity:** The Inventory was tried on a small sample. The items of the Inventory have been analysed and verified by some specialists based on the dimensions considered by the researchers. The items satisfied that the test has the ability to measure the emotional, social and educational adjustment of secondary school students. Thus, the content validity of the Inventory was ensured.
- **Construct Validity:** Based on the psychological concept of ‘Adjustment’ of secondary school students and operational definition as constructed by researchers, the all items have been verified and proved the construct validity.

ANALYSIS AND DISCUSSION OF THE RESULT

After a detailed review of previous researches, it was hypothesized that streams of education as well as social categories of the students did not affect his/her Adjustment. Relevant statistical measures were used to test these hypotheses. For testing the hypotheses, the inferential statistics along with descriptive statistics were determined.

A. Descriptive Statistics

The examination of Table 3 reveals that the students in Arts stream were more adoptable than Science students in emotional and social adjustment; but in educational adjustment, the Science students were better in level of adjustment. In emotional adjustment, social adjustment and educational adjustment, the General Category students were more adoptable than other two social categories, i.e., SCs and STs.

Table 3: Showing N, mean and S.D. of the strata considered for Adjustment scores

Variable (dimension)	Statistics ↓	Streams		Social categories			Total (N)
		Arts	Science	Gen.	SCs	STs	
	N	150	150	100	100	100	300
D1. Emotional adjustment	M	6.88	5.23	6.15	5.36	4.11	5.54
	SD	2.3	3.21	2.65	3.82	4.13	3.13
D2. Social adjustment	M	6.24	5.86	6.11	5.15	3.65	5.40
	SD	3.13	2.15	3.44	2.63	2.74	2.81
D3. Educational adjustment	M	5.53	7.56	5.98	4.84	3.11	5.55
	SD	2.69	3.24	3.61	3.47	4.12	3.42
Adjustment (full test)	M	18.54	18.63	18.24	15.35	10.87	16.32
	SD	2.71	2.86	3.23	3.30	3.66	3.12

The mean values plotted in Figures 1 and 2 very clearly shows that Arts and Science students were differed, and General, SCs and STs Students differed from each other in the level of adjustment in various areas i.e., emotional, social and educational Adjustments.

B. Inferential Statistics

Analysis of Academic Streams and Level of Adjustment: In the present section of the study, the researchers have used the “t” test to determine whether there was any significant difference

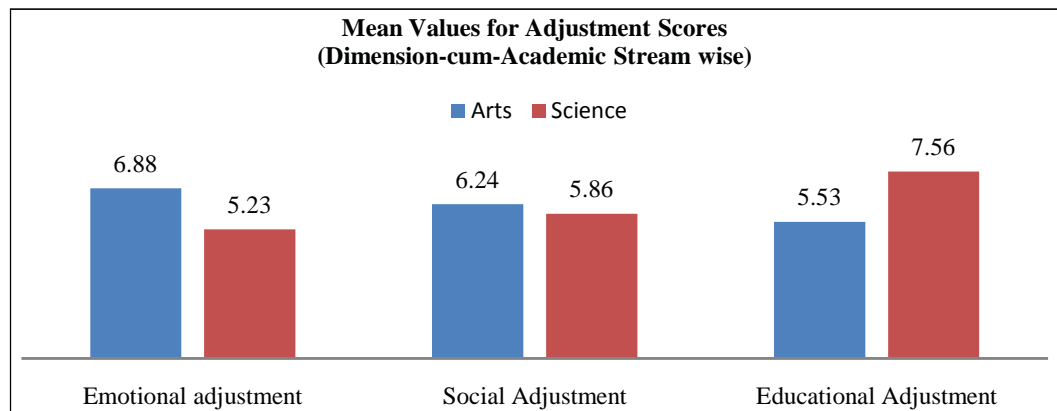


Figure 1: Showing the mean values for Adjustment scores of secondary students (dimension-cum-hypothesized academic stream wise)

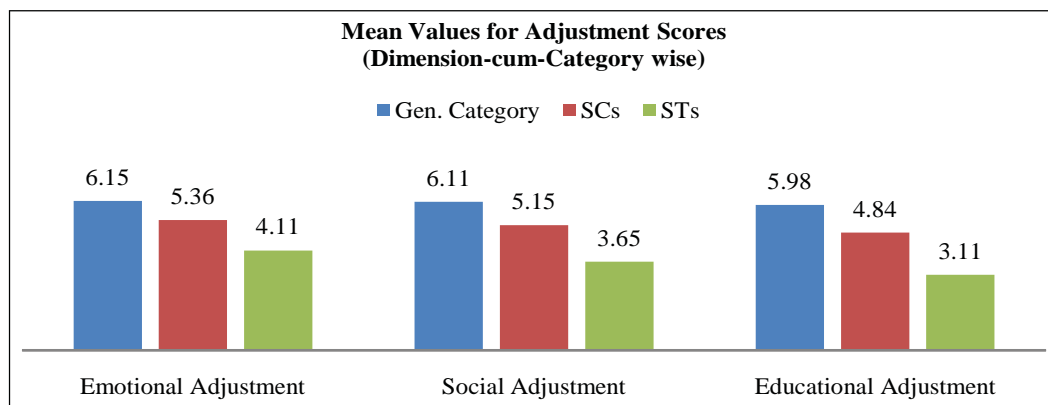


Figure 2: Showing the mean values for Adjustment scores of secondary students (dimension-cum-social category wise)

between the Arts and Science students in adjustment scores for testing the hypotheses. For this purpose, the summary of the “*t*” test had been presented in Table 4.

Analysis of the difference in the adjustment between Arts and Science Higher Secondary School Students pertaining to null hypothesis No. 1 (H_{01}).

Table 4: Showing ‘*t*’-value of Adjustment of Arts and Science Higher Secondary School Students

Variable	Difference between	<i>N</i>	<i>M</i>	S.D.	SE _M	SE _D	<i>t</i> -value	df
Adjustment	Arts	150	18.54	2.71	0.221	0.321	0.28**	298
	Science	150	18.63	2.86	0.233			

**Insignificant at both 0.05 and 0.01 levels

It might be said on the basis of Table 4 that the Arts and Science students were not different from one another in adjustment. Table 4 showed that “*t*” value for adjustment of the Arts and Science students was insignificant at both 0.05 and 0.01 levels. In view of the above result, the H_{01} was accepted and concluded that the students studying in Arts course were not different significantly to their counterparts in relations to their level of adjustment.

Analysis of Social Category and Level of Adjustment

The obtained ‘*t*’ values with reference to Table 5 in three cases (i.e. General and SCs, General and STs; SCs and STs) have reached both at 0.01 and 0.05 levels of significance, which for large sample are at 0.05 = 1.96 and 0.01 = 2.58. Consequently, researchers would reject the null hypothesis and it would be strongly stated that the obtained differences are significant. The differences are the actual differences between the groups but due to chances.

MAJOR FINDINGS

1. The Arts students were not different from Science students in their level of adjustment. The academic streams were no way the factors in adjustment level of secondary school

Table 5: Showing 't'-value of Adjustment scores of social categories (showing differences in the adjustment between: a. General Category and SCs Students, b. General Category and STs Students and c. SCs and STs Students)

Variable	Difference between	N	M	S.D.	SE _M	SE _D	t-value	df
Adjustment	Gen	100	18.24	3.23	0.323	0.462	6.255*	198
	SCs	100	15.35	3.30	0.33			
	Gen	100	18.24	3.23	0.323			
	STs	100	10.87	3.66	0.366	0.488	15.102*	198
	SCs	100	15.35	3.30	0.33			
	STs	100	10.87	3.66	0.366			

*Significant at both 0.05 and 0.01 levels

going students. This result supported the result of Mohan (1991) and contradicted with the result reported by Kumar *et al.* (1995).

- i. In case of Social Category, there were differences in level of adjustment. The General students differed to SCs and STs students likewise the SCs differed to STs in their adjustment. Hence, it may be stated that, social strata based on caste and tribes were factors in the level of adjustment of school students. This result supported the result of Sharma (1979), Kamalesh (1981) and Singh (1987); and partly contradicted with the findings of Chauhan (2005).
2. In case of emotional and social intelligence, the students in Arts stream were more adoptable than students in Science streams, but in educational adjustment the Science students were better in level of adjustment.
3. In all areas of Adjustment i.e., emotional adjustment, social adjustment and educational adjustment, the general category students were more adoptable than other two social categories.

IMPLICATIONS OF THE STUDY

The results of the present study may have implications in the following ways:

1. Proper guidance would be needed for the Science students to develop their level of social adjustment. For this purpose various social and community based programmes would be organized in educational premises and students of such groups would be inspired to participate in such programmes.
2. The finding of the study referred as the students in Arts stream was less adjustable in education. So the special educational programmes as well as counseling by the teachers might be undertaken for the said group of students.
3. SCs and STs students were found very less adaptable. For development of the level of adjustment of the SCs and STs students, the therapy based special educational programmes may be organized. The curriculum, methods of teaching and examination system might be reformed that might be fitted with the needs and desires of such backward groups.

4. Assistance to develop positive self-concept and to set proper level of educational aspiration might be provided to the students having the complexities in adjustment.

CONCLUSION

The findings pertaining to adjustment of the students constituted based on social category but not based on academic streams. The SCs and ST students are facing the adjustment problems more than general category students. Hence, in framing and reforming the system of education the adjustment would be considered and urged as a vital factor in academic matters. More studies concluded that the more the adjustment the higher the academic performance and vice-versa. The health, education and personality are largely determined by the way, in which the adolescents are able to make adjustments in his life. The attitudes, judgments and values of adolescents may be given greater importance as the individuals' mode of adjustment depends on these human characteristics.

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Social Determinants of Emotional Intelligence and its Influence on Learning Outcomes – A Study

Ramdas Banoth

ABSTRACT

In spite of the concerted efforts, learning is still an elusive concept. The concept of learning has been exclusively studied by psychologists who first believed that learning is individual and is influenced by several psychological aspects. Later they believed that intelligence is the dominant psychological trait that influences learning. Since then to the first half of the present century, cognitive aspects have assumed the supreme place and intelligence has been considered as an individual trait until Edward Lee Thorndike's Multiple Intelligence theory, where he introduced the concept of social intelligence which has given scope to see intelligence as not only an ability to perform a given task but also individuals ability to deal with physical and social environment. Once people identified the limitations in the concept of intelligence, they started looking at other aspects of intelligence, more predominantly the non-cognitive aspects of intelligence which gave rise to Howard Gardner's Multiple intelligence theory which speculated about the potential importance to successful every day adaptation of what he described as separate intelligences, a kind of abilities which are required to understand and establish social relations.

Keywords: Emotional intelligence, Learning outcomes, Social determinants, Social relations, Motivation, Social and physical environment, Cognition behavior

INTRODUCTION

Learning remains an elusive concept, in spite of concerted efforts in understanding the concept of learning and more particularly the process of learning. Learning has been viewed differently by different people. Sociologists viewed learning as a process that takes place as a result of individual's interaction with the physical and social environment in which she/he lives, and tries to acquire the knowledge based on the social goals and expectations. Miller and Dollard (1941) at Yale University published Social Learning and Imitation (Preface), they began their work with the simple, but profound, statement that, 'Human behaviour is learned; precisely that behaviour which is widely felt to characterize man as a rational being, or as a member of a particular nation or class, is acquired rather than innate (1941)'. Darwin in his theory of evolution has given prominent place to social learning, as the organisms learn to adapt to the changing environment through their continuous interaction with the social and physical environment.

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Of late, the concept of learning has been exclusively studied and dominated by the psychologists, where they tried to understand learning from the psychological perspectives of the individuals rather than the sociological aspects. They strongly believed that learning is influenced by several psychological traits within the individual like thinking, reasoning, attention, retention, memory, attitudes, interests and intelligence.

In the process of understanding the concept of learning and its process, several theories of learning have been put forward by different psychologists. The cognitive field theories proposed by Gestalts, Kurt Lewin, Tolman, Piaget, Bruner and Ausubel viewed learning as an organisation of experiences into cognitive structures, in contradiction to their counterparts who emphasised that learning is simply a connection between stimulus and response as propounded by S-R theories.

In course of time, psychologists believed intelligence as the dominant psychological trait, which influences the learning of the individual and tried to categorise the individuals as slow, average and above average learners based on the Intelligent Quotient (IQ) of the individuals, and an individual who learns faster is considered to be more intelligent than other members of his peer group.

A pioneering contribution by Alfred Binet at the beginning of the 19th century to identify the high percentage of student dropouts and failures in school on the request of the ministry of public instruction in Paris has led to the development of an intelligence test consisting more complex mental functions including judgments, reasoning, memory and arithmetic. Based on the performance of these tests, he identified the reasons for failures and dropouts that led to the development of several intelligence tests consisting of cognitive tasks this in turn led to the development of IQ by William Stern.

Since then to the first half of the 20th century, cognitive aspects of intelligence have assumed supreme place and intelligence was considered as an individual trait, until Edward Lee Thorndike's (1932) multi-factor theory of intelligence, where he introduced the concept of Social Intelligence. Thus, Thorndike's tripartite theory of intelligence included cognition, behaviour and social intelligence, which he defined it as 'the ability to understand and get along with others', later Weschler (1943) defined intelligence as 'the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment'. These concepts give us a scope to see intelligence as not only an individual's internal ability to perform a given task, but also the individual's ability to deal with physical and social environment.

Once people identified the limitations in the concept of intelligence, they started looking at other aspects of intelligence, more predominantly, the non-cognitive aspects of intelligence.

In this lineage, in recent past, Gardner (1983) speculated about the potential importance to successful everyday adaptation of what he has described as separate intelligences, a kind of abilities, which are required to understand and establish social relations. Similarly, Greenspan (1981) outlined a theory specific to intellectual disability that emphasised the importance of social competencies, over and above considerations of IQ and adaptive behaviour. All these

ideas share to some extent the notion, intrinsic to our culture, that social competencies, including control of emotions, can be important to successful activities of daily living.

However, since 1980's, there has been growing research in psychology concerned with the normative interaction of emotion and thought (Brower, 1981; Clark and Fiske, 1982; Isen *et al.*, 1978), the relationship between cognition and emotion had been a matter of interest in epistemology since ancient times; stoic philosophers of ancient Greek states declared the supremacy of reason over emotion (Payne, 1986; Solomon, 2000). The European Sentimentalist movement's idea was that there existed innate, pure emotional knowledge (Reddy, 2001). The Romantic Movements emphasised on emotional expression in the arts (Solomon, 2000). The political turmoil of the 1960s and the public discussion, it elicited on the proper balance between feeling and thought (Mayer *et al.*, 2000). Debates on the relative importance and rationality of emotion and cognition were carried on in modern psychology (e.g., Leeper, 1948; Young, 1943).

After a century of extensive study on intelligence and psychometric endeavour, it has been clearly established that the utility of IQ tests notwithstanding, being skilled in ways other than those tapped by IQ tests does influence important life outcomes. It is now widely accepted that, although psychometric tests of cognitive abilities generally provide the best available predictors of a diverse range of real-life outcomes, even the most reliable of such tests account for only 25% of the variance in educational achievement and work place settings (Gottfredson, 1997; Neisser *et al.*, 1996; Schmidt and Hunter, 1998). This degree of predictive validity has considerable practical value, particularly for employment or work training (Schmidt and Hunter, 1998); but it is clear, nonetheless that, at school, at work, and in other respects it must be influenced by traits and behaviours besides the cognitive abilities measured by IQ-type tests. These influences normally include personal motivation, persistence, interests, conscientiousness, back ground knowledge, learning styles, parental attitudes, peer influences, teaching and training practices.

These new dimensions of the study of intelligence have given rise to a very popular theory called Emotional Intelligence (EI). The concept of EI is very new and started with the research work taken up by Salovey and Mayer (1990) which gained momentum and got popularised with the work of Daniel Goleman (1995) through his book 'Emotional Intelligence – why it can matter more than IQ?'. Goleman emphasised that EI is the best predictor of success of an individual, which contributes to 80% and rest 20% he attributes to IQ and other aspects such as luck, etc.

NEED AND IMPORTANCE OF THE STUDY

The concept of EI has generated broad interest both in lay (Goleman, 1995) and Scientific fields (Mayer and Salovey 2005; Sternberg, 2002). Goleman in his book 'Emotional Intelligence – why it can matter more than IQ' claimed EI as 'powerful' at times 'more powerful' than IQ in predicting success in life. As a result of the growing acknowledgement of professionals for the importance and relevance of emotions to outcomes, the research gained momentum. The fast growing popularity of Emotional Intelligence in diverse fields such as management, organisations and work place performance soon attracted the attention of the educationists.

OBJECTIVES OF THE STUDY

The present research has the following objectives:

- To study the EI of +2 students.
- To study the different social factors that determines EI of +2 students.

HYPOTHESES OF THE STUDY

Based on the objectives mentioned above the researcher formulated the following hypothesis:

- The EI of +2 students is very high.
- There is no significant difference in EI of +2 students on the basis of their gender.
- There is no significant difference in EI of +2 students belonging to different castes.
- There is no significant difference in EI of +2 students belonging to different religions.

METHOD OF RESEARCH AND PROCEDURE OF THE STUDY

Problem under investigation is to study the ‘Social determinants of Emotional Intelligence and its influence on Learning Outcomes’; descriptive survey research is conducted in two districts of Telangana region of Andhra Pradesh. In order to test the hypothesis, the investigation was planned and carried out in three phases. In the first phase, the researcher reviewed the related literature and the previous researches already done on EI and learning out comes. Besides the review of related literature in order to measure EI of +2 students, the researcher developed and standardised the tool (Emotional Intelligence Test-EIT) to carry out the present study. In the second phase, the researcher collected the required data by administering the tool on a sample of 1237 +2 students studying in different colleges in two districts of Telangana region of Andhra Pradesh. In the third phase, the collected data is analysed by using appropriate statistical techniques, and the obtained results are analysed and interpreted, to establish two level relationships between social factors and EI and EI and learning outcomes.

SAMPLE TAKEN FOR THE STUDY

Population

The population is defined as the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study.

The population taken for the present study constitutes the +2 students studying in different colleges in Telengana region. The state of Andhra Pradesh has been geographically divided into three regions, namely Coastal Andhra, Rayalaseema and Telangana. The coastal region of Andhra Pradesh consists of nine districts; Rayalaseema consists of four districts and Telangana consists of 10 districts. There are 3365 junior colleges in the state of Andhra Pradesh and the total number of +2 students enrolled in these 23 districts of Andhra Pradesh is approximately 618,150. Hence, it is assumed that on an average there are approximately 184 students enrolled in each college.

There are 1146 junior colleges in 10 districts of Telangana region, and approximately 210,864 students enrolled in them. Out of these 10 districts two districts are randomly selected which constitutes the population of the present study.

Sample

A sample is a relatively small number of individuals or measures of individuals, objects, or events selected and analysed in order to find out something about the entire population from which it was selected. From amongst available sampling techniques the stratified random sampling technique is used to draw out the sample for the present study.

A stratified random sampling is the process where the population is divided into smaller homogenous groups or strata by some characteristics and from each of these strata smaller homogenous groups are drawn at random a pre-determine number of units. This technique requires one to select units at random from each stratum in proportion to its actual size in the population.

Out of 10 districts in Telangana region, two districts namely *Warangal* and *Nalgonda* districts are randomly selected as sample for the present study. There are 342 +2 colleges in these two districts of Telangana region; the researcher has stratified the sample as gender, type of management of college and branch of study. There are approximately 62,928 +2 students enrolled in these 342 colleges. Out of these 62,928 students 1237 students are selected from 16 colleges as sample for the present study

ADMINISTRATION OF THE TOOL

The EIT and the social profile (both developed by the researcher) were administered to the sample selected for the present study. The researcher personally contacted the principals of all the colleges selected for the study and obtained permission in advance to administer the EIT. On the day of administration of the test all the students were made to sit comfortably in a separate room and instructions were given thoroughly to the students; then the purpose of the study was clearly explained and confidence was created by assuring them that their responses will be kept strictly confidential, and then the students were asked to complete the social profile and were assured help when ever required. Then the EIT containing 52 questions were given asking them to fill in the right responses on the response sheet given. The students were instructed not to hurry up in giving the responses, as there was no time limit, but were asked to complete the test as fast as possible.

STATISTICAL TREATMENT

In addition to the general descriptive statistical analysis, *t*-test and *F*-tests were computed to find out the social determinants of EI. To find out the relation between EI and learning outcomes and components of EI and learning outcomes Pearson Product Movement correlation was computed.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis of the data means studying the tabulated material in order to determine inherent facts

or meanings. It involves breaking down existing intricate factors into simpler parts and putting them together in new arrangements for the purpose of interpretation. Data analysis is considered to be the significant step in any research where the researcher finds the direction to test the hypotheses formulated which leads to certain conclusions and generalisations. In a way, researcher can find the genuine direction for the study undertaken.

In the light of the objectives formulated and hypotheses framed, the analysis of the data has been undertaken. Based on the suggestions given by experts in statistics and education the following efforts were made to analyse the data.

- Each objective is presented with mean, median, standard deviations, and standard error of the mean, skewness and kurtosis so as to know the distribution of the test scores pertaining to different variables.
- The present study is one where the independent variables are discrete (social determinants) and the dependent variable (EI) is continuous. Therefore, the most appropriate statistical test would be the *t*-test or analysis of variance (*F*-ratio test) based on the number of independent variables.
- The relation between EI and learning outcomes has been computed using Pearson Product Movement correlation.

ANALYSIS OF THE EI TEST RESULTS

OBJECTIVE: To study the EI of +2 students.

In view of the objectives formulated, the researcher would like to study the EI of +2 students. Based on the scores obtained in the EI test, the researcher has categorised the students into five groups as very poor, poor, average, high and very high EI. Table 1 shows the frequency and percentage of the +2 students in each of these five categories.

Table 1: Frequency and percentage of students in each category of EI

EIT	Category values	Very low	Low	Average	High	Very High	Total
	Count		04	48	188	517	480
Per cent		.3	3.9	15.2	41.8	38.8	100

Table 1 shows the frequencies and percentages of +2 students in each category of EI based on the scores obtained in EIT. Four (0.3%) students fall in very low category, 48 (3.9%) students fall in low category, 188 (15.2%) fall under average category, 517 (41.8%) fall under high category and 480 (38.8%) students fall under very high category. Table 1 shows that very few students come under very low category and more students fall under high category. This has been graphically represented below:

Hypothesis: The EI of +2 students is very high.

Table 2: Nature of Distribution of EIT Scores of +2 students

EIT	<i>N</i>	Mean	Median	Mode	S.D.	S.E.	Skew.	Kurt.
	1237	81.51	83.00	87.00	10.816	0.308	-0.910	-0.741

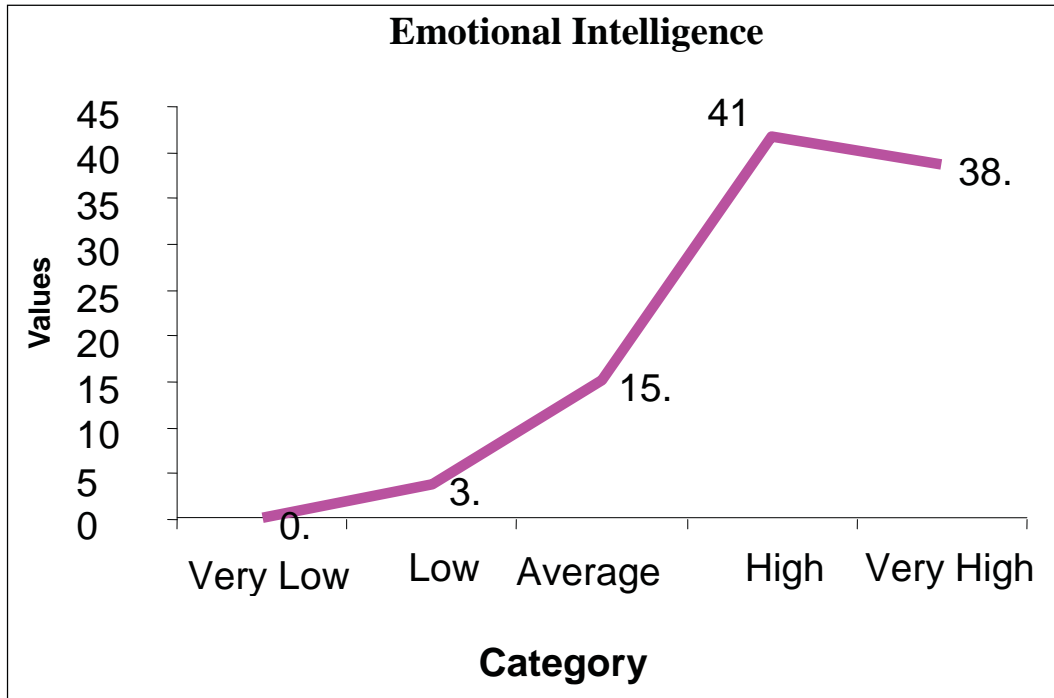


Figure 1: Graphical representation of EIT scores

Table 2 shows the descriptive statistics of the scores on EIT of +2 Students. The mean score of +2 students on EIT is 81.51, median score is 83.00 and the mode is 87.00. There is a slight difference in the mean, median and mode of the scores. The standard deviation of the score is 10.816 and the standard error of the mean is 0.308, the skewness of the score is -0.908 which shows that the distribution is negatively skewed, the kurtosis is -0.741, which shows that the distribution is leptokurtic.

The mean score of +2 students on EI is 81.51, which fall under high category of EI. Therefore, it can be said that the EI of +2 students is high. Hence, the Hypothesis that states that the EI of +2 Students is very high stands accepted.

Therefore, it can be concluded that EI of +2 students is high.

OBJECTIVE: To study the difference in EI of +2 students on the basis of their gender.

Table 3 shows the nature of distribution of EIT scores of +2 boys and girls. The size of the sample is 1237 out of which 561 are boys and 676 are girls.

Table 3: Distribution of EIT scores with respect to gender

Category	N	Mean	Median	S.D.	S.E	Skew.	Kurtosis
Boys	561	80.07	82.00	11.29	0.476	-0.936	0.838
Girls	676	82.70	85.00	10.28	0.395	-0.847	0.443

The mean and the median scores of boys are 80.07 and 82.00, respectively, with a slight difference. The standard deviation is 11.29 with a standard error of the mean 0.476, the skewness of the score is -0.936 which shows that the distribution is negatively skewed, the kurtosis of the distribution is 0.838 which is more than the normal distribution (Ku for normal distribution is 0.263). Hence, it is slightly platykurtic.

The mean and the median scores of girls are 82.70 and 85.00, respectively, which shows a slight difference. The standard deviation of the score is 10.28 with a standard error of the mean of 0.395, the skewness of the distribution is -0.847 which shows that the distribution is negatively skewed, and the distribution is almost mesokurtic with a score of 0.443 which is near to the kurtosis score of normal distribution which is 0.263.

It is observed that the mean scores of boys and girls differ with regard to EI. The girls mean score is higher than that of boys showing girls are more EI than that of boys. The standard deviation and SE of girls is less than that of the boys, which shows consistency in scores than that of boys and the distribution is less skewed and mesokurtic in girls.

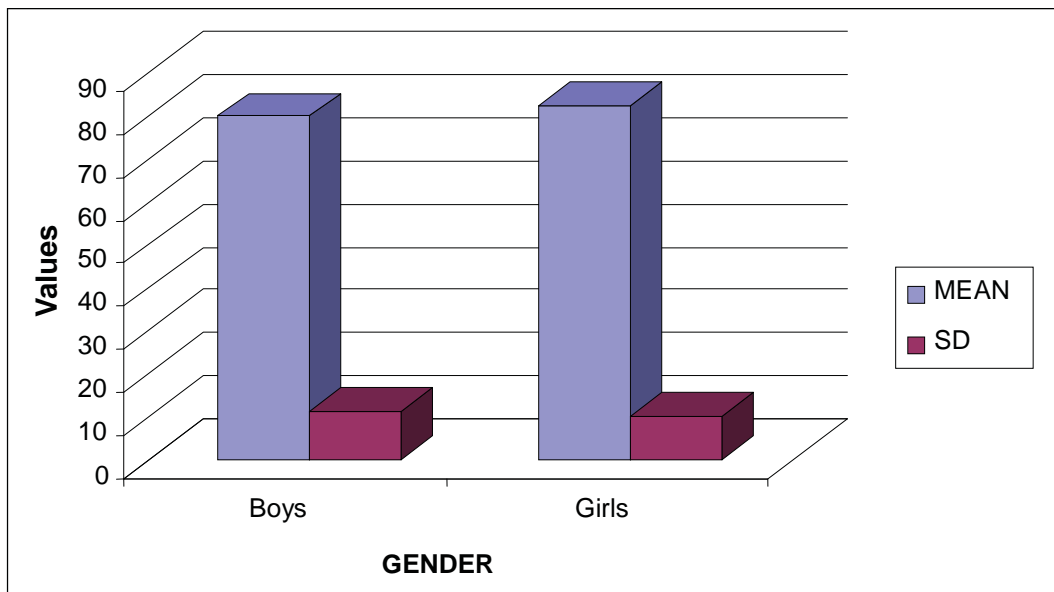


Figure 2: Graphical representation of mean and standard deviation scores pertaining to gender

To see, whether the apparent differences in their mean scores is statistically significant, the researcher would like to test the hypothesis

Hypothesis: There is no significant difference in EI of +2 students on the basis of their gender.

Table 4 shows the analysis of variance between groups and within the groups of gender. The mean square values for both the source of variance are 2105.111 and 115.387, respectively. The *F*-ratio is 18.245, which is significant at 0.05 and 0.01 levels and indicates the role of

Table 4: Analysis of variance pertaining to gender

Source of variance	Sum of squares	df.	Mean square	F-ratio	t-ratio	Significance
Between groups	2105.111	1	2105.111	18.245*	4.28	Significant
Within groups	142492	1235	115.378			

*Significant at 0.05 and 0.01 levels.

gender in the EI of +2 students. The null hypothesis which states that there is no significant difference in EI of +2 students on the basis of their gender, stands rejected.

The obtained results are in line with the findings of studies reported by Petrides and Funham (2000) studied gender differences in measured self-estimated trait of EI, which reveals that females score higher than males in social skills factor of measured trait of EI. Carroch and Bajar (2001) found that females are more emotionally intelligent than males. There exists a significant difference between boys and girls in overall EIT scores. The researcher would also like to find out whether there exists any difference in different components of EI between boys and girls.

Table 5: Analysis of variance pertaining to different components of EI with respect to gender

Category of EI	Source of variance	Sum of squares	df	Mean square	F	Significance
Self-awareness	Between groups	101.304	1	101.304	20.793*	Significant
	Within groups	6016.834	1235	4.872		
Self-regulation	Between groups	172.481	1	172.481	20.723*	Significant
	Within groups	10279.10	1235	8.323		
Motivation	Between groups	72.212	1	72.212	10.096*	Significant
	Within groups	8833.439	1235	7.153		
Empathy	Between groups	33.963	1	33.963	3.581	Insignificant
	Within groups	11712.111	1235	9.483		
Social skills	Between groups	68.989	1	68.989	7.157*	Significant
	Within groups	11904.964	1235	9.64		

*Significant at 0.05 and 0.01 levels

Table 5 shows the analysis of variance between and within groups of different components of EI. The F-ratio for self-awareness is 20.793, self-regulation is 20.723, motivation is 10.096 and social skills is 7.157 which shows that these values are significant at both 0.05 and 0.01 levels of significance indicating a significant difference in self-awareness, self-regulation, motivation and social skills among boys and girls. The F-ratio for empathy is 3.581 which is slightly less than the table value at 0.05 level of significance and hence it is not significant at both the levels of significance.

OBJECTIVE: To study the difference in EI of +2 students belonging to different castes.

Table 6: Distribution of EIT scores pertaining to caste

Category	N	Mean	Median	S.D	SE	Skew.	Kurt.
SC	405	80.92	83.00	10.724	0.533	-0.877	0.643
ST	88	82.53	85.00	10.040	1.070	-1.127	1.601
BC	593	81.52	84.00	11.268	0.463	-0.957	0.821
FC	151	82.42	84.00	9.606	0.782	-0.517	-0.505

Table 6 shows the nature of distribution of EIT scores of +2 students belonging to different castes. The descriptive statistics show that the mean and the median scores of SC students are 80.92 and 83.00 and that of ST students are 82.53 and 85 and for the BC students are 81.52 and 84, and that of FC students are 82.42 and 84.00, respectively, which shows a slight difference between the mean and the median scores among all categories on the EIT. The standard deviation and standard error of the means are 10.724 and 0.533 for SC students, 10.040 and 1.070 for ST students, 11.268 and 0.463 for BC students, and 9.606 and 0.782 for FC students, respectively. The skewness of the distribution for all the different categories shows that it is negatively skewed and the peakedness of the distribution for SC, ST, and BC students is platykurtic and for FC students is leptokurtic.

The mean score of ST and FC students are higher than the mean scores of SC and BC students, which show that the ST and FC students are having higher EI than the other two castes. The standard deviation of BC students is higher and that of FC students which has been graphically represented.

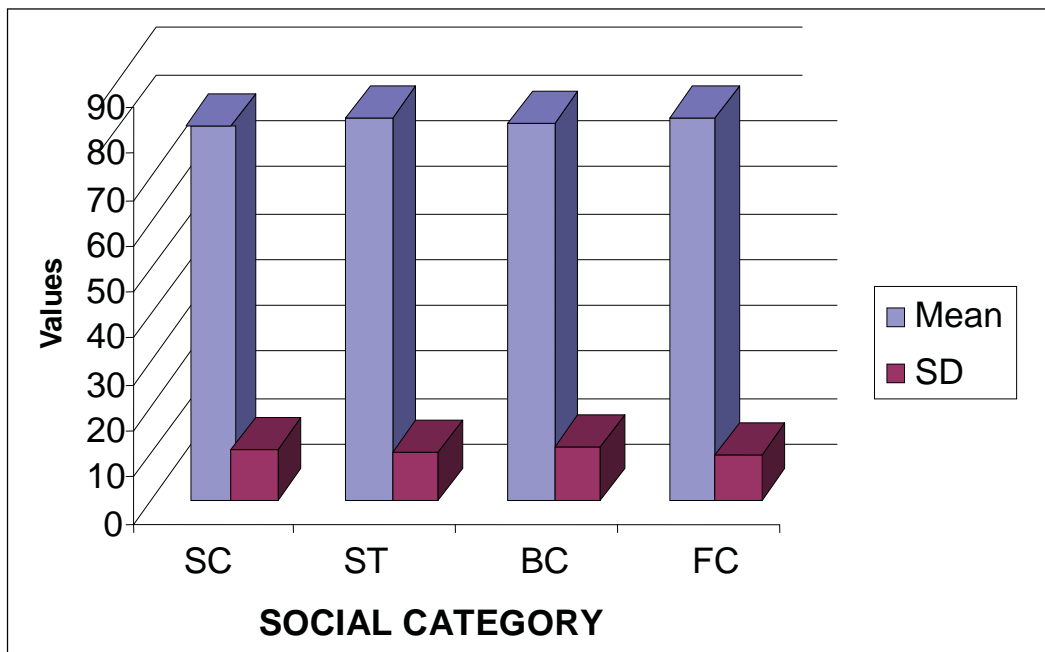


Figure 3: Graphical representation of mean and standard deviation scores pertaining to caste

To see, whether the apparent differences in their mean scores in EIT are statistically significant, the researcher would like to test the hypothesis.

Hypothesis: There is no significant difference in EI of +2 students belonging to different castes.

Table 7: Analysis of variance pertaining to caste

Source of variance	Sum of squares	df.	Mean square	F-ratio	Significance
Between groups	361.379	3	120.460	1.030	Insignificant
Within groups	144235.8	1233	116.980		

Table 7 presents the analysis of variance between groups and within the groups of different castes. The mean square values for all the sources of variance are 120.460 and 116.980, respectively. The *F*-ratio is 1.030, which is not significant at any level. Hence, the students belonging to different castes do not differ significantly in their mean scores on EIT. The Null hypothesis therefore is retained.

The obtained results are in a way different as compared to other studies taken up to see the role of caste on academic achievement. In a study taken up by Naidu (1995) on the influence of caste on academic achievement of V class students, he found that there is a significant influence of caste on the academic achievement of the students.

Further, the researcher would like to see whether there exists any difference in the components of EI of +2 students belonging to different castes.

Table 8: Analysis of variance pertaining to different components of EI with respect to caste

Category of EI	Source of variance	Sum of squares	df	Mean square	F	Significance
Self-awareness	Between groups	22.812	3	7.604	1.538	Insignificant
	Within groups	6095.326	1233	4.943		
Self-regulation	Between groups	1.9	3	0.663	0.075	Insignificant
	Within groups	10449.687	1233	8.475		
Motivation	Between groups	30.734	3	10.245	1.423	Insignificant
	Within groups	8874.917	1233	7.198		
Empathy	Between groups	27.996	3	9.332	0.982	Insignificant
	Within groups	11718.079	1233	9.504		
Social skills	Between groups	32.356	3	10.785	1.114	Insignificant
	Within groups	11941.953	1233	9.685		

Table 8 shows the analysis of variance of different components of EI pertaining to caste. The *F*-ratios are 1.538 for self-awareness, 0.075 for self-regulation, 1.423 for motivation, 0.982 for empathy and 1.114 for social skills. The values obtained are significant neither at 0.05 nor at 0.01 levels. Hence, there exists no significant difference in different components of EI pertaining to caste.

OBJECTIVE: To study the difference in EI of +2 students belonging to different religions.

Table 9: Distribution of EIT scores with respect to religion

Category	N	Mean	Median	S.D	SE	Skew.	Kurt.
Hindu	1109	81.37	83.00	10.992	0.330	-0.914	0.736
Muslim	36	82.42	82.50	8.660	1.443	-0.501	-0.559
Christian	92	82.80	84.50	9.315	0.971	-0.703	-0.169

Table 9 shows the descriptive statistics pertaining to religion. The mean and the median scores of Hindu students is 81.37 and 83.00, respectively, which shows a slight difference between the mean and the median scores. The mean score of 81.37 indicates that they come under high category of EI. The standard deviation is 10.992 and standard error of the mean is 0.330 with a skewness of -0.914 which shows that the distribution is negatively skewed, and the kurtosis is 0.736 which shows that the distribution is platykurtic.

The mean and the median scores of Muslim students are 82.42 and 82.50, which shows that there is a negligible difference between the mean and the median scores, which shows that the scores are concentrated at the centre; mean score of 82.42 shows that the Muslim students' EI is high, the standard deviation is 8.660 and standard error of the mean is 1.443 and the skewness of the distribution is -0.501, which shows that the distribution is fairly negatively skewed, the kurtosis is -0.559 which shows that the curve is leptokurtic.

The mean and the median scores of the Christian students are 82.80 and 84.50 and there is a slight difference between the mean and the median scores. The 82.80 average score of EI indicates that these students come under the category of High Emotional Intelligence. The standard deviation and the standard error of the scores are 9.315 and 0.971, respectively. The skewness of the score is -0.703 which shows the negative skewness and -0.169 score of kurtosis shows that it is less than the kurtosis of a normal distribution and hence the distribution is leptokurtic.

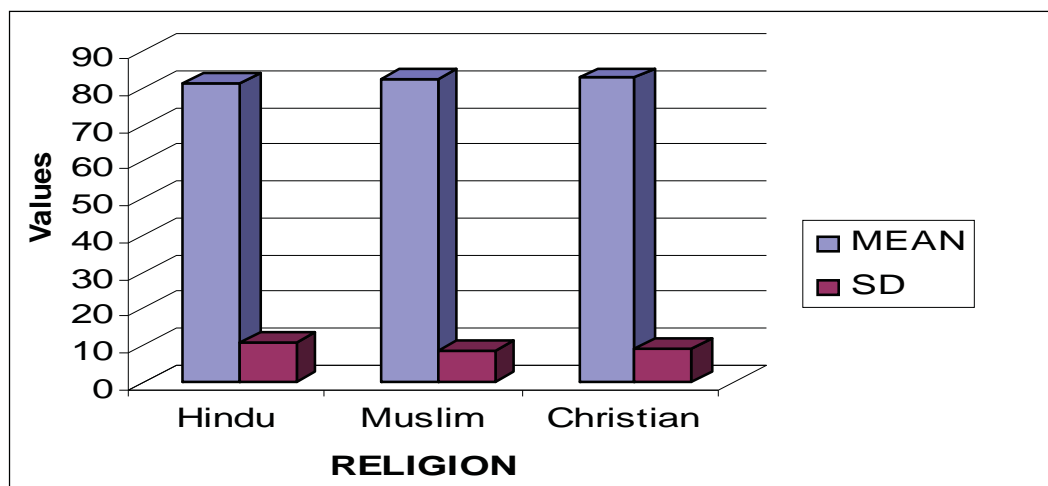


Figure 4: Graphical representation of the mean and standard deviation scores pertaining to religion

The mean score of Christian and Muslim students is almost the same and higher than that of the Hindu students, indicating a higher EI among Christians and Muslims. The standard deviation score of Muslims students is smaller which shows that the scores are consistent.

To see, whether the apparent differences in their mean scores of EIT is statistically significant, the researcher would like to test the hypothesis.

CONCLUSION

Present study has been conducted with three major objectives to see two levels of relationships between three major variables. The three major objectives of the study were:

1. To study the EI of +2 students.
2. To study the different social factors that determines EI of +2 students.
3. To study the relationship between EI and learning outcomes of +2 students.

The first dimension of study was to find out the social determinants of EI to see the relationship between two major variables namely, social determinants and EI. The second dimension of the study was to know the relationship between two major variables, namely EI and learning outcomes. In these two level relationship studies, EI acted as common variables with different roles.

The major findings of the study are:

- a) EI of +2 students is high.
- b) No significant difference in EI due to social category.
- c) No significant relationship between EI and learning outcomes.

Empirical evidence generated from the study has very clearly shown the fact that almost 80% of respondents were having high EI (4.18% high and 38.8% very high EI). Further, empirical evidence on the first dimension of relationship, i.e., social determinants of EI has demonstrated that no social category, except gender, has caused difference in EI. Further, findings of the study have indicated that there is no significant relationship between EI and learning outcomes.

‘What is’ need not necessarily ‘what it should be’ or ‘what it ought to be’. At the same time ‘what is’, in certain cases, need to ‘what it should be’ or ‘what it ought to be’. In the present study, two major findings are to be considered as ‘ought to be’. The EI of +2 is high and social categories did not cause (except gender) any significant difference in EI of +2 students. There are positive values, to be promoted in and through education. Therefore, ‘what is’ in this regard is necessarily ‘what ought to be’. At the same time, the study has come out in clear terms and shown the ‘relationship of no significant relationship’ between EI and learning outcomes. In this case, ‘what is’ need not necessarily ‘what ought to be’. Non-existence of significant relationship between EI and learning outcomes ‘where it should be’, indicates, in indirect way, the systemic problem with schooling process. Future studies may address these problems.

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A Comparative Study of Mental Health of High School Level Hindi and English Medium Students

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ABSTRACT

Positive mental health improves the quality of life, educational achievement, relationship and psychological resilience. In the contemporary era, mental health is the most serious problem of our country. Due to rapid scientific progress and industrialisation attention is not paid on the mental health and mental problems are increasing day by day. That is why these days mental health is considered more important rather than physical health because physically unhealthy person causes problem for himself or for his family only while mentally unhealthy person causes problems for the whole society. In the present study, the researchers attempted to compare the mental health of High School Level Hindi and English medium students of Ghaziabad city by using Mental Health Inventory made by Dr. Jagdish and Dr. Shrivastava. Statistical techniques used by the researchers for analysis of the data were mean, SD and Z test. Results of the study revealed that no significant difference was found by the researchers between mental health of High School Level Hindi and English medium students.

Keywords: Mental health, High school level, Hindi and English medium students

INTRODUCTION

Mental Health stands for the health of the mind as Good (1959) in the dictionary of education) has termed it as 'The wholesomeness of the mind' analogous of the wholesomeness of the body implicit in physical health. History of Mental Health is more than 200 years old. Symbolically Mental Health began by humanitarian attitude of well-known French psychiatrist Pinel (1794). He was the first man who treated the mentally ill people (known as insane) sympathetically and with humanity by unlocking their iron chains. He was described by some as 'the father of modern psychiatry'. In this year he made public his essay 'Memoir on Madness', recently called a fundamental text of modern psychiatry. In it Pinel makes the case for the careful psychological study of individuals over time, points out that insanity isn't always continuous, and calls for more humanitarian asylum practices. After Pinel this task has been done by William Tuke an English businessman, philanthropist and Quaker in 1812. After them Griesinger, Kraepelin, Mesmer, Charcat, Janett, Freud, Jung and Adler also contributed in the field of Mental Health.

There is an important place of mental development in the human development. In the absence of mental health the path of human development is hindered and the person is treated as a

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burden on the society. When a human is mentally healthy, he adjusts himself in the environment and works for the progress of the family and the society. Therefore, adjustment with the environment is the main trait of mental health. A mentally healthy person either adapts himself according to the requirement of the situation or tries to change the situation according to his own requirement. In this way, ultimate aim of mental health is 'the adjustment of human beings to the world and each other with a maximum of effectiveness and happiness. It is the ability to maintain even temper, an alert intelligence, socially considerate behavior and a happy disposition' (1967).

In the contemporary era, mental health is considered more important rather than physical health because physically unhealthy person creates problem for himself or for his family while mentally unhealthy person causes problem for the whole society. Actually, all round development of a child is possible only when a child is physically and mentally fit. This can be justified with the definition of P.B. lawkan, 'Mentally healthy person is one who is happy, lives peacefully with his neighbours, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in any way' (1949).

Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to contribute to his or her community. WHO estimated that globally over 450 million people suffer from mental disorders. Currently mental and behavioural disorders account for about 12% of the global burden of diseases. This is likely to increase to 15% by 2020. Major proportions of mental disorders come from low- and middle-income countries (2001). S Srinath, SC Girimaji, G Gururaj, S Seshadri, DK Subbakrishna, P Bholra in another study from Bangalore documented the burden of mental disorders to be 12.5%. The study also showed that there were no significant differences among prevalence rates of mental disorders in urban middle class, slum and rural areas with annual incidence of 18 per 1000 population. The prevalence rate in the 4–16 year-old children was 12.0% mainly due to neurosis, specific phobia, hyperkinetic disorders, stuttering and oppositional defiant disorder (2005). R Hackett, L Hackett, P Bhakta, S Gowers in their study stated that the prevalence of mental disorders in child and adolescent population was 9.4% (1999). Hu Shengli examined the mental health condition of 500 senior middle school students and the results indicated that 10.8% of the students showed all kinds of obvious mental health problems and that these mental health problems were essentially focused on obsessive–compulsive, hostility, paranoid ideation, interpersonal sensitivity and depression. It was uncovered in a multiple factors analysis that the major factors which influenced the mental health of the students were school education, social culture, family environment and the student himself (1994).

Mental health is that ability with which a human can adjust himself in the difficult situations of life. The characteristics of a mentally healthy individual suggested by Mangal (2007) are as follows:

1. He knows his abilities, potentialities and weaknesses in a well manner. Therefore, he chooses always that task which is neither too easy nor too difficult as per his abilities.

2. He has adequate ability to make adjustments in the changed circumstances and situations.
3. He is emotionally mature and stable as he is able to express his emotions in a desirable way and exercise proper control over them.
4. He is socially adjustable as he possesses an adequate ability to get along well with himself and others.
5. He is more close to reality rather than the imaginations and fantasy.
6. He never repents and worries over his failures or mistakes.
7. He does not suffer from unnecessary worries, tensions and mental diseases.
8. He possesses good healthy habits and social traits. He is disciplined in performing his duties and never suffers from forgetfulness.
9. There is proper balance of work, rest and entertainment.
10. Although he tries to accomplish his work as nicely as possible, yet he does not prove to be an extremist by becoming a perfectionist.

Qualities of a Mentally Healthy Person

1. **Tolerance:** He has tolerance and does not feel disappointed for the difficulties of life. They face worse situations of life with tolerance and patience.
2. **Confidence:** They have confidence on themselves and believe that they can do different works successfully. They always feel free from tension, anxiety and conflicts.
3. **Emotional Maturity:** Mentally healthy person is emotionally mature as he can control his emotions and can express his emotions in a desired way. He never feels disturbed with anger, fear, jealousy, hatred, love, etc.
4. **Decision-Making Ability:** They have ability to take appropriate decisions in difficult situations. Their clear thinking helps them to take such decisions.
5. **Ability of Self-Evaluation:** They do their self-evaluation, they understand clearly and relevancy of their merits, demerits, ideas, wishes, etc.
6. **Balanced, Integrated and Total Development:** Cognitive, affective and co-native domains of a mentally healthy person have a balanced, integrated and total development. They decide priorities of their life and work accordingly.
7. **Adjustment Ability:** They adjust quickly with their physical and social environment. They actually understand the physical environment and other persons' views, problems and difficulties and try to adjust with them.
8. **Disciplined Daily Routine:** They follow a fix daily routine and lead a disciplined life. They try to fulfill their requirements naturally.

Factors to Affect the Mental Health

1. Heredity;
2. Physical health;
3. Physical deformities;
4. Family environment;
5. Society;
6. School.

NEED AND SIGNIFICANCE OF THE STUDY

Due to rapid scientific progress and industrialisation attention is not paid on the mental health and children became mentally unhealthy or sick. They do not develop themselves physically and mentally and became burden on others. As adolescents are between 12 and 19 year of age and it is a time of mental, social and emotional transformation, while there is a lot of curiosity in them and when it was not satisfied due to lack of proper guidance and counseling they feel mentally deviated which causes mental unhealthiness. Famous psychologist Stanley Hall has rightly said, 'Adolescence is a period of great stress, strain, storm and strike'.

There is a need to study mental health for teachers as they must be aware about mental health of their students. Due to lack of good mental health there will not be all round development of students. Guardians and parents who are aware of the term mental health can get success in the adjustment of their children. They can save their children from many mental diseases.

Day by day the structure of society is becoming complex and sometimes needs are not fulfilled that is why number of conflicts and failures are increasing. They affect mental balance badly. If we want that in today's World the human beings maintain their mental balance then it is necessary that every human should be aware of mental health. Walten, N.E.W. has rightly said, 'Mental health concerns with the development of wholesome balanced personality, one who does not comfort himself like a series of compartmentalised selves, honest on Sunday, dishonest on Monday, generous today, cribbed tomorrow, reasonable and logical at times, at other times confused and inconsistent' (1951).

In India, no survey has been done to know about the percentage of the unhealthy people. Health is the greatest wealth of a person. Mental health is more important rather than physical health because it helps in complete and proper development of all aspects of a person's personality as physical, mental, emotional, social, moral, aesthetic, etc. According to J.A. Hadfield, 'Mental Health is the full and harmonious functioning of the whole personality' (1952).

Statement of Problem

'A comparative study of mental health at High School Level in Hindi and English medium school students'.

Definition of the Terms Used

Mental Health

According to Cutts and Moslay: 'Mental health is the ability which helps us to seek adjustments in the difficult situations of life'.

Hindi Medium Schools: Hindi Medium schools are those schools in which all subjects are taught in Hindi other than English.

English Medium Schools: English Medium schools are those schools in which all subjects are taught in English other than Hindi.

High School Level: In the present study, High School Level means the students of 10th class.

Objectives of the Study

Following objectives were decided for the present study:

- i) To study about the mental health of High School Level students studying in Hindi medium schools.
- ii) To study about the mental health of High School Level students studying in English medium schools.
- iii) To compare the mental health of High School Level students studying in Hindi and English medium schools.

Hypothesis of the Study

Following null hypothesis was formulated by the researchers:

There is no significant difference in the mental health of High School Level students studying in Hindi and English Medium schools.

Research Method

Survey method was used by the researchers for the present study.

Population

All students studying at High School Level in Hindi and English Medium schools were the population of the present study.

Sample and Sample Selection Method

For the sample of the study, *100 students* were selected with the *lottery method* from two Hindi Medium and two English Medium schools of High School Level of Ghaziabad city.

Tool Used

For data collection, *Mental Health Inventory* made by *Dr. Jagdish* and *Dr. Shrivastava (1983)* was used. Following areas are included in it:

- i) Positive self-evaluation;
- ii) Ability to accept reality;
- iii) Complete personality;
- iv) Autonomy;
- v) Participation in group activities;
- vi) Environmental adjustment;
- vii) Total.

Statistical Techniques

Mean, standard deviation and Z tests were used for the analysis and interpretation of data.

Delimitations

Keeping in view the time, money and energy present study is delimited to the following:

- i) This study is delimited to Ghaziabad city and all Hindi and English Medium schools students of High School Level are included in the study.
- ii) Only four schools are selected for the study.
- iii) Sample is of 100 students, 50 Hindi Medium and 50 English Medium schools students of High School Level.
- iv) Results drawn from the study can be commenced on High School Level Hindi and English Medium schools students of Ghaziabad city only.

ANALYSIS AND INTERPRETATION

Researchers collected the data very carefully and data was analysed as per the sequence of objectives of the study.

Objective 1: To study about the mental health of High School Level students studying in Hindi Medium schools.

Mean and SD were calculated to study mental health of High School Level of 50 students studying in Hindi Medium schools.

Table 1: Mean and SD of Mental Health of High School Level students studying in Hindi Medium schools

Mental Health	No. of students	Mean	SD
	50	156.5	13.2

As given in Table 1 the calculated mean and SD of High School Level 50 students studying in Hindi Medium schools i.e., $M=156.5$, $SD=13.2$.

Objective 2: To study about the mental health of High School Level students studying in English Medium schools.

Keeping in view the above objective the researcher calculated mean and SD of 50 High School Level English Medium students to study about mental Health of the students and following results were drawn:

Table 2: Mean and SD of Mental Health of High School Level students studying in English Medium schools

Mental Health	No. of students	Mean	SD
	50	159.10	14.2

Table 2 shows the calculated mean and SD of 50 High School Level English Medium students i.e., $M=159.10$ and $SD= 14.2$.

Objective 3: To compare about the mental health of High School Level students studying in Hindi and English Medium schools.

Comparison of the mental health of High School Level students studying in Hindi and English Medium schools was done by using mean, SD and Z test which is as follows:

Table 3: Mean, SD and Z test calculation of Mental Health of High School Level students studying in Hindi and English Medium schools

School	No. of students	Mean	SD	SED	Z value	Level of significance
Hindi Medium	50	156.5	13.2	2.74	1.09	Not Significant at 0.05 level
English Medium	50	159.10	14.2			Not Significant at 0.01 level

After analysis of Table 3, it was found that mean of High School Level students studying in Hindi Medium schools is 156.5 and SD is 13.2, and mean of High School Level students studying in English Medium schools is 159.10 and SD is 14.2. It was seen that mean and SD of High School Level students studying in English Medium schools is more than mean and SD of High School Level students studying in Hindi Medium schools. Calculated value of Z test of High School Level students studying in Hindi and English Medium schools is 1.09, which was not significant at 0.01 and 0.05 levels. Therefore, it was interpreted that there was no significant difference in the mental health of High School Level students studying in Hindi and English Medium schools.

Based on the above analysis it was concluded that there is no significant difference in mental health between Hindi and English medium students of High School Level.

Suggestions for Further Studies

- I) A comparative study of Mental Health of High School Level students studying in Central school and Public Schools can be done.
- II) A comparative study of Mental Health of High School Level students of Science and Art stream can be done.
- III) A comparative study of Mental Health of High School Level students studying in Public and Government aided Schools can be done.

- IV) A comparative study of Mental Health of Graduation Level students of Science and Art stream can be done.
- V) A comparative study of Mental Health of Junior High School Level students can be done.
- VI) A study of Mental Health of Secondary Level male and female teachers can be done.
- VII) A study of Mental Health of male and female teacher educators can be done.

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A Study of Verbal Behaviour of Teachers in Relation to their Emotional Intelligence

Suman Singh

ABSTRACT

Modern age of science and technology is marked by competition in every field. In spite of spectacular advancement, man is not happy and contented. Surviving and progressing in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and skills to manage stress and strain. Since education is viewed as an instrument to develop the cognitive understanding of people, it should prepare the younger generation to understand and face the realities of today's world. We are at the beginning of a new century and now a day, emotional intelligence is considered more important than intelligence in the success of a person. Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence is only part of a solution. It is the head working with the heart. The location of the study area was Meerut District. For the purpose of the study, the investigator randomly selected 400 secondary teachers from various areas/schools of Meerut District. It was found that high emotional intelligence teachers are better in clarity, interaction, organisation, pacing, disclosure, speech, and rapport on the dimensions of verbal behaviour in comparison to low emotional intelligence teachers and high and low emotional intelligence teachers are equal on enthusiasm, a dimension of verbal behaviour of teachers.

Keywords: Verbal behaviour, Emotional intelligence, Intelligence, Personality, Teacher behaviour, Teacher effectiveness

INTRODUCTION

Modern age of science and technology is marked by competition in every field. In spite of spectacular advancement, man is not happy and contented. Surviving and progressing in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and skills to manage stress and strain. Since education is viewed as an instrument to develop the cognitive understanding of people, it should prepare the younger generation to understand and face the realities of today's world.

We are at the beginning of a new century and now a day, emotional intelligence is considered more important than intelligence in the success of a person. Emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life. Emotional intelligence without intelligence is only part of a solution. It is the head working with the heart.

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Historically speaking, the term emotional intelligence was introduced in 1990 by three American university professors (Mayer *et al.*, 2000). However, the credit for popularising the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1998). According to Goleman, IQ accounts for only 20% of a person's success in life. The balance can be attributed to emotional intelligence or EQ.

Statement of the Problem

The study in hand may be stated as:

A study of verbal behaviour of teachers in relation to their emotional intelligence.

Operational Definition of Terms Used

Operational definitions of some of the key terms used in the problem are given as follows:

Verbal Behaviour of Teachers

Verbal behaviour refers to the behaviour of teachers in terms of encouraging, learning and being supportive or having a controlling behaviour to discipline the class (Allport, 1961).

Emotional Intelligence

Emotional intelligence refers to four major parts: (i) ability to be aware of, to understand and to express oneself, (ii) ability to be aware of, to understand and to relate to others, (iii) ability to deal with strong emotions and control one's impulses and (iv) ability to adopt to change and to solve problems of personal and social nature.

Objectives of the Study

The present study aimed at realising the following objectives:

1. To identify teachers with high, moderate and low emotional intelligence.
2. To study the verbal behaviour of teachers in relation to their emotional intelligence.

Delimitations of the Study

The following were the delimitations of the study:

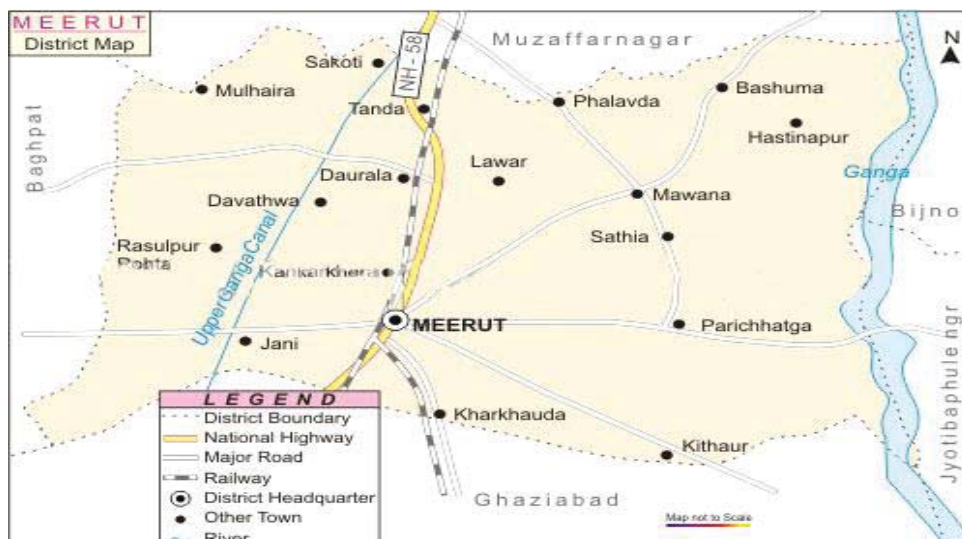
1. The study was confined to see the relationship of verbal behaviour of teachers with only variables namely emotional intelligence.
2. The teachers were selected from secondary schools situated in Meerut District.
3. The study was confined to the area of the District Meerut (UP).
4. The study focused only on secondary school teachers.

Method of the Study

The *ex-post-facto* design was adopted in this study.

Population

Population of the present study consists of all secondary school teachers teaching in government-aided secondary schools of Meerut District in Uttar Pradesh.



Map showing areas of Meerut District from where sample has been selected

Sample

At the planning stage, size of the sample and its break-up was decided and is represented in Table 1.

Table 1: Size of sample

Block/Area	Sample teachers
Daurala	32
Hastinapur	32
Jani Khurd	32
Kharkhoda	32
Machhra	32
Mawanakalan	32
Meerut	48
Parikshitgarh	32
Rajpura	32
Rohta	32
Sahrdhana	32
Sarurpur Khurd	32
Total	400

Sampling

The location of the study area was Meerut District. For the purpose of the study, the investigator randomly selected 400 secondary school teachers from various areas/schools of Meerut District.

Variables

The present study involves two kinds of variables:

1. Independent
2. Dependent

Independent variable

The independent variable in this study is *emotional intelligence*.

Dependent variable

The dependent variable in this study is *verbal behaviour of teachers*.

Tools Used

In order to collect relevant data for the fulfillment of the proposed objectives the following tools have been administered by the investigator.

Emotional intelligence scale (EIS)	Anukool Hyde Sanjyot Pethe Upindher Dhar
Teacher behaviours inventor (TBI)	Harry G. Murray

Classification of Emotional Intelligence of Teachers at Secondary Level

To achieve the objectives, the classification of the secondary teachers on the basis of emotional intelligence was needed. The classification of teachers as having high, average and low emotional intelligence has been taken as per the norms given in the manual of emotional intelligent scale (EIS). The teachers who attained scores above 85 were considered as high emotional intelligence teachers (110 out of 400). Those who scored below 53 were considered as low emotional intelligence teachers (86 out of 400) and those who scored between 85 and 53 were considered as average emotional intelligence teachers (204 out of 400).

Status of the High, Moderate and Low Emotional Intelligence Teachers in Relation to their Verbal Behaviour Scores

The status of the high, moderate and low emotional intelligence teachers was also studied in relation to their verbal behaviour.

To determine the variation existing between two groups and dispersion within the groups is of greater importance. Hence, mean and S.D. were computed. The derived results are presented in Table 2 and in Graph 1 in form of bar diagram.

Table 2: Status of the High, Moderate and Low Emotional Intelligence Teachers in Relation to their Verbal Behaviour Scores

Name of Group	N	Mean	S.D.
High emotional intelligence teachers	110	256.97	19.91
Moderate emotional intelligence teachers	204	247.19	18.76
Low emotional intelligence teachers	86	237.85	32.61
Total	400		

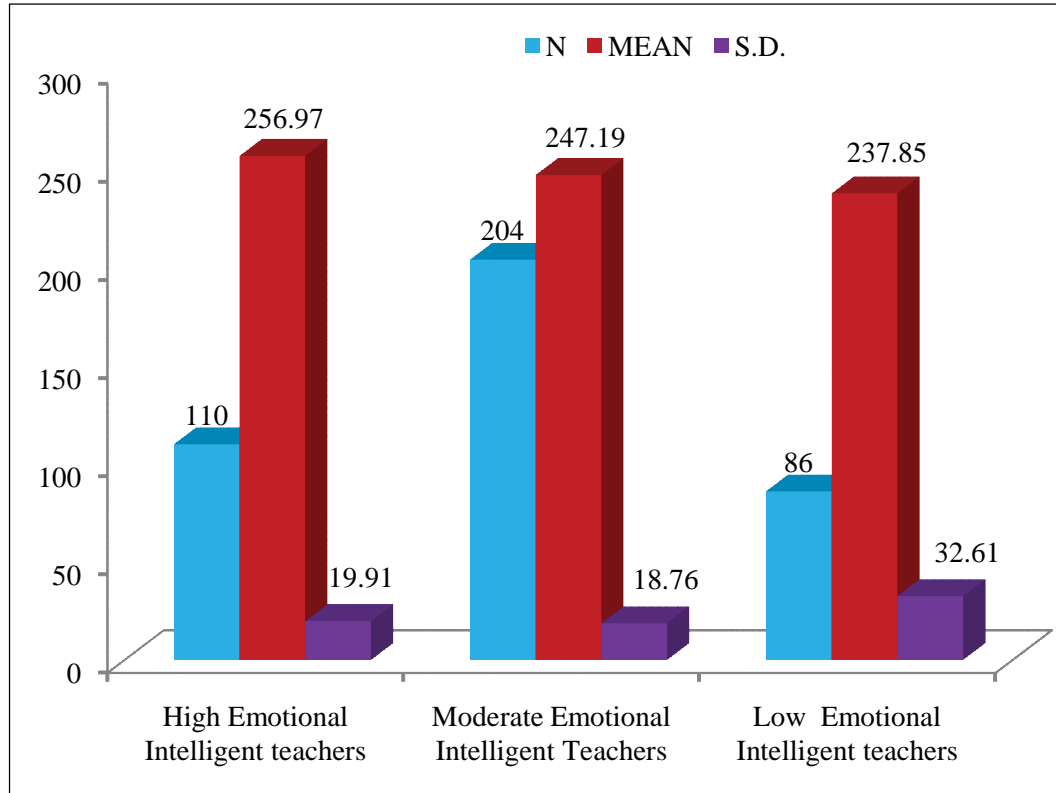
**Graph 1: Status of the high, moderate and low emotional intelligence teachers in relation to their verbal behaviour scores**

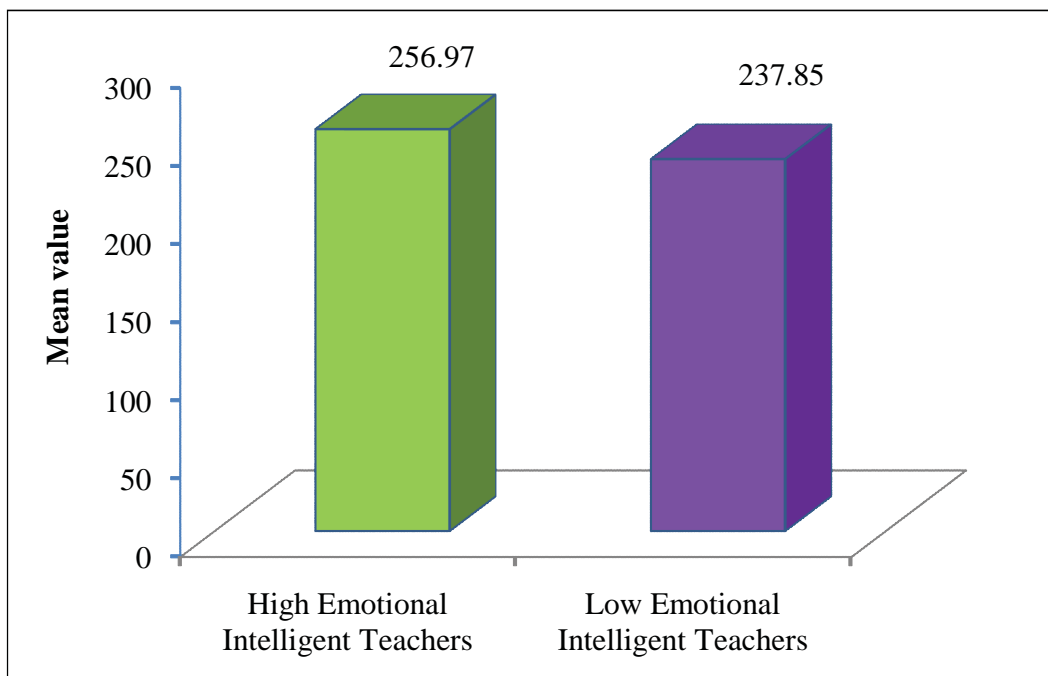
Table 3 also reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on Verbal Behaviour which shows that High Emotional Intelligence Teachers have significantly poor verbal behavior in comparison to Low Emotional Intelligence Teachers.

The bar-diagram (Graph 2) for the relative comparison of mean scores gives more clear view about the relative verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

Table 3: Verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	't'
High emotional intelligence teachers	110	256.97	19.91	194	4.79**
Low emotional intelligence teachers	86	237.85	32.61		

**Significant at 0.01 level



Graph 2: Comparison between high and low emotional intelligence teachers in relation to their verbal behaviour

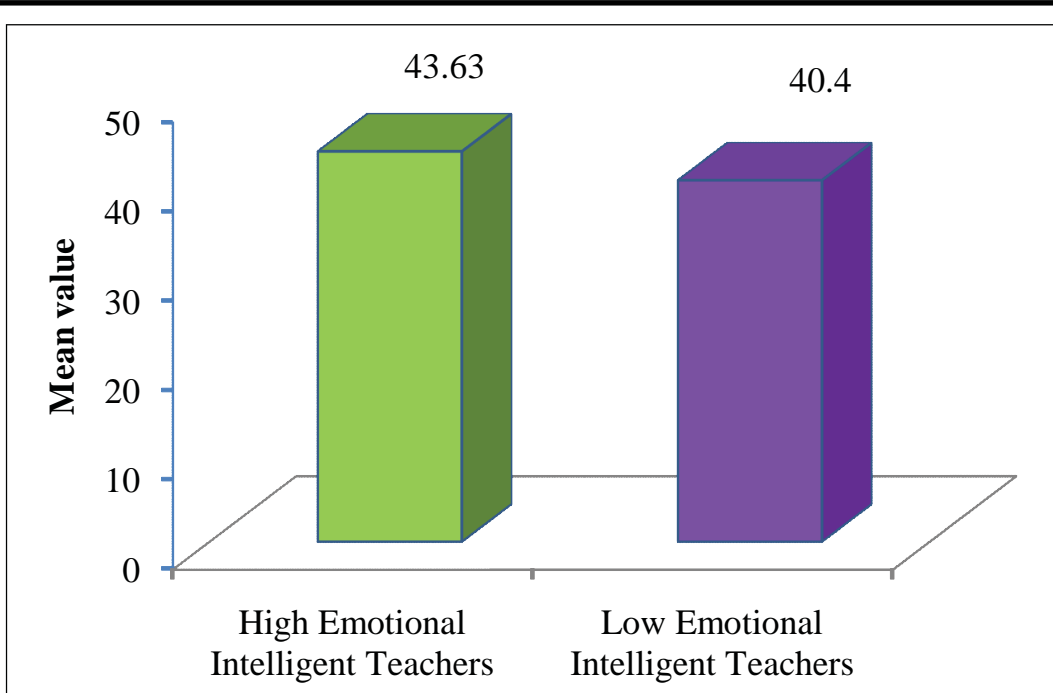
Table 4 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on 'Clarity' dimension of verbal behaviour which shows that High Emotional Intelligence Teachers have significantly high clarity in comparison to Low Emotional Intelligence Teachers.

Table 4: 'Clarity' dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	't'
High emotional intelligence teachers	110	43.63	6.37	194	3.84**
Low emotional intelligence teachers	86	40.40	5.39		

**Significant at 0.01 level

The bar-diagram (Graph 3) of the relative comparison of mean scores gives more clear view about the relative 'Clarity' dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.



Graph 3: Comparison between high and low emotional intelligence teachers in relation to clarity dimension of verbal behaviour

Table 5 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Enthusiasm’ dimension of verbal behaviour which shows that High Emotional Intelligence Teachers have significantly high Enthusiasm in comparison to Low Emotional Intelligence Teachers.

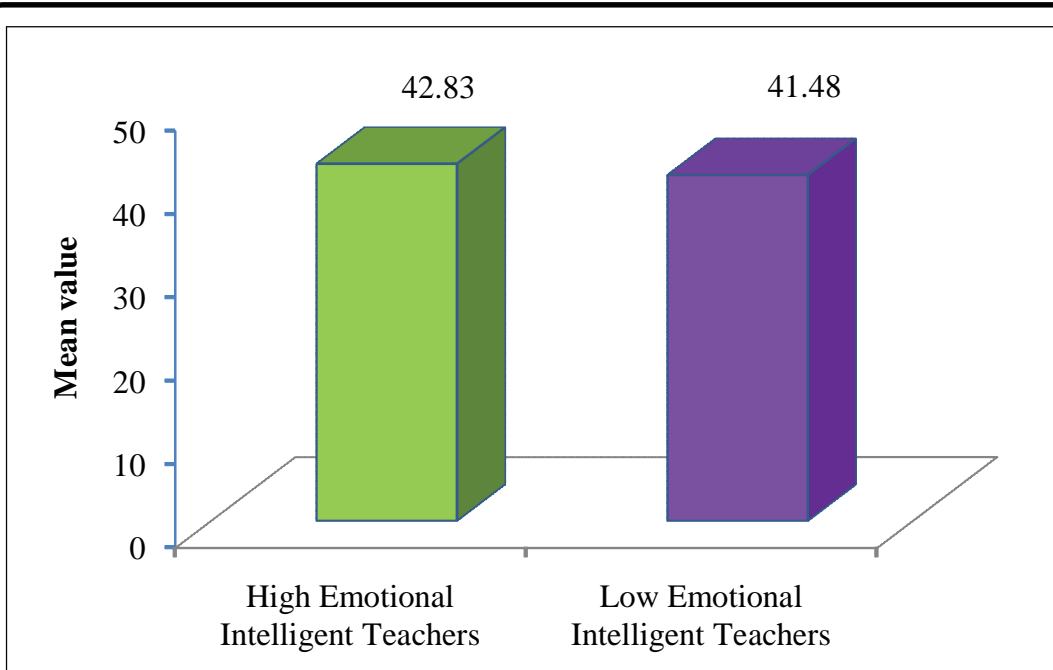
Table 5: ‘Enthusiasm’ dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	t'
High emotional intelligence teachers	110	42.83	3.91	194	1.93*
Low emotional intelligence teachers	86	41.48	5.50		

*Not Significant at 0.05 level

The bar-diagram (Graph 4) of the relative comparison of mean scores gives more clear view about the relative ‘Enthusiasm’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

Table 6 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Interaction’ dimension of verbal behaviour which shows that High Emotional Intelligence Teachers have significantly high Interaction in comparison to Low Emotional Intelligence Teachers.



Graph 4: Comparison between high and low emotional intelligence teachers in relation to enthusiasm dimension of verbal behaviour

Table 6: ‘Interaction’ dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	t'
High emotional intelligence teachers	110	38.73	3.93	194	5.13**
Low emotional intelligence teachers	86	35.26	5.23		

**Significant at 0.01 level

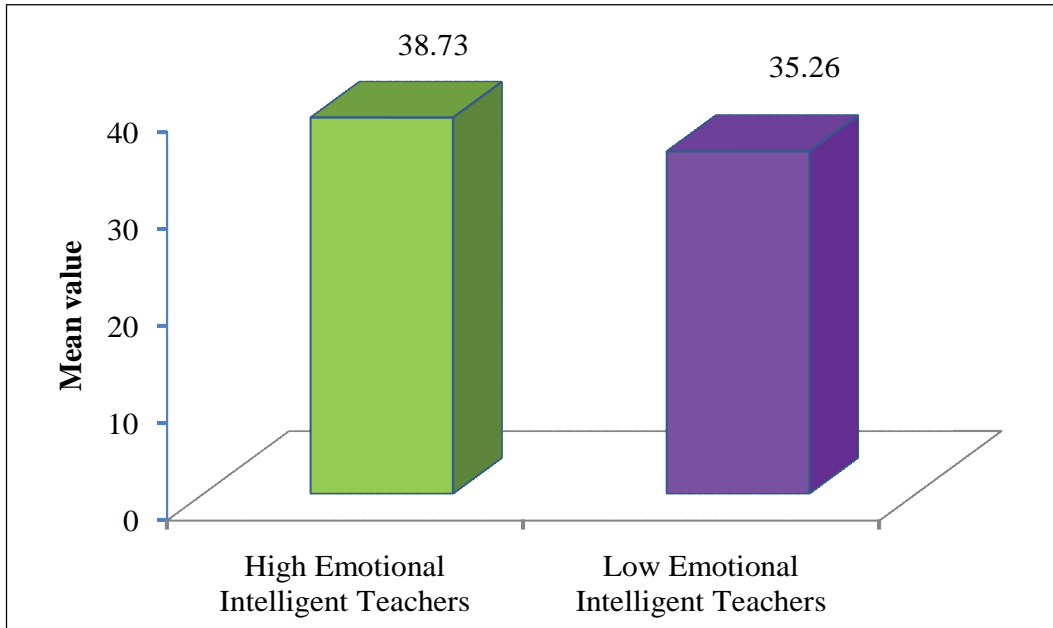
The bar-diagram (Graph 5) of the relative comparison of mean scores gives more clear view about the relative ‘Interaction’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

Table 7 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Organisation’ dimension of verbal behavior which shows that High Emotional Intelligence Teachers have significantly high Organisation in comparison to Low Emotional Intelligence Teachers.

Table 7: ‘Organisation’ dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	t'
High emotional intelligence teachers	110	34.42	2.89	194	4.35**
Low emotional intelligence teachers	86	31.37	5.98		

**Significant at 0.01 level



Graph 5: Comparison between high and low emotional intelligence teachers in relation to interaction dimension of verbal behaviour

The bar-diagram (Graph 6) of the relative comparison of mean scores gives more clear view about the relative ‘Organisation’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

Table 8 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Pacing’ dimension of verbal behavior which shows that High Emotional Intelligence Teachers have significantly high Pacing in comparison to Low Emotional Intelligence Teachers.

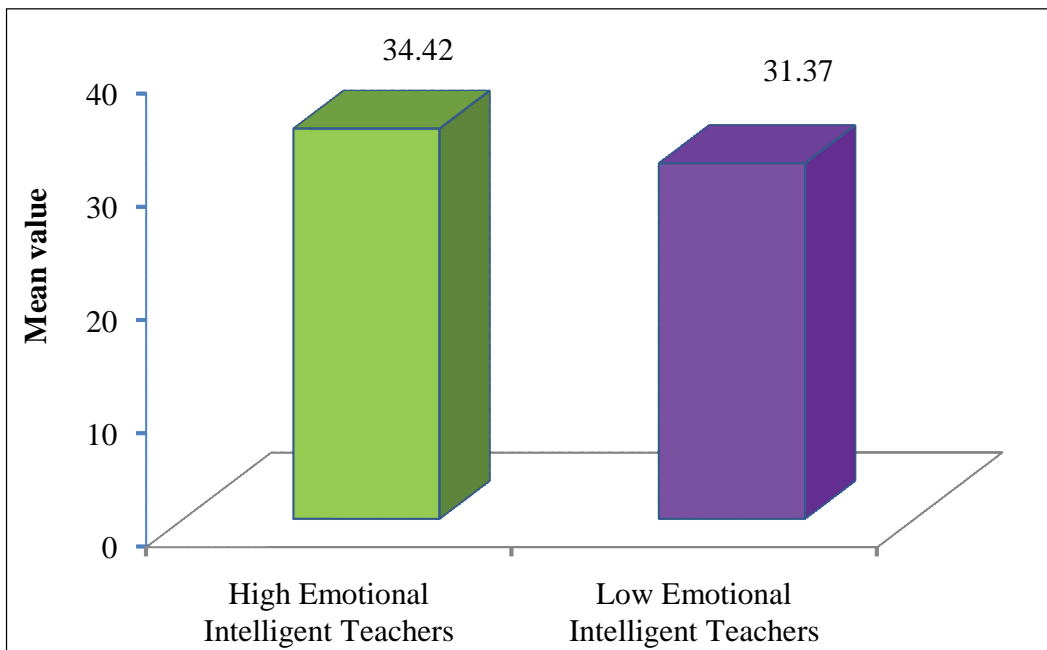
Table 8: ‘Pacing’ dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	t'
High emotional intelligence teachers	110	23.17	1.33	194	3.14**
Low emotional intelligence teachers	86	21.91	3.54		

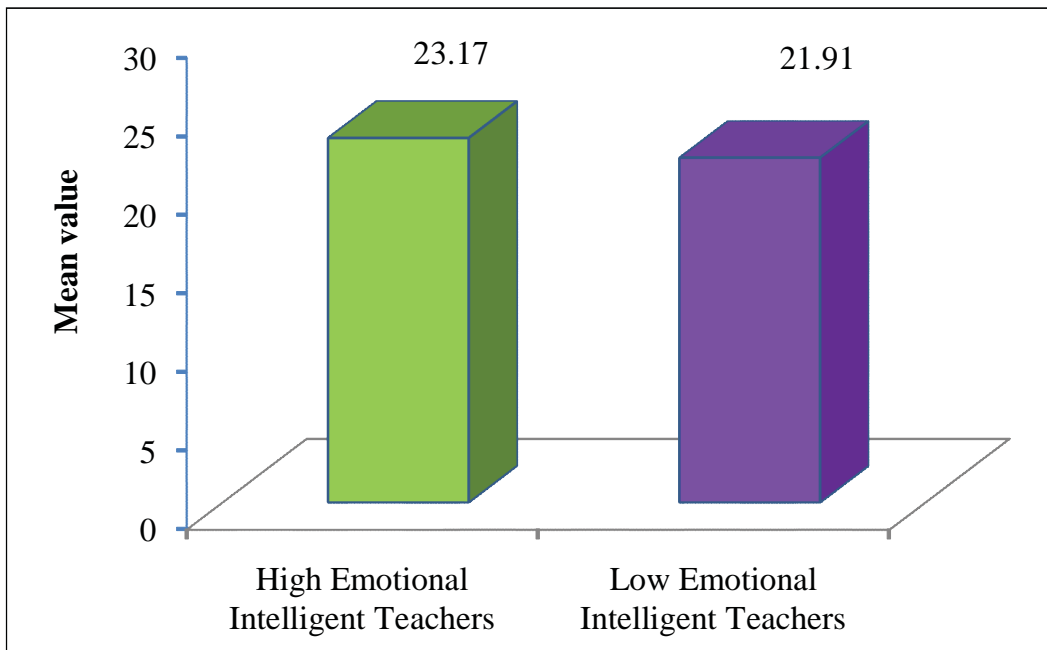
**Significant at 0.01 level

The bar-diagram (Graph 7) of the relative comparison of mean scores gives more clear view about the relative ‘Pacing’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

Table 9 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Disclosure’ dimension of verbal behavior which shows that High Emotional Intelligence Teachers have significantly high Disclosure in comparison to Low Emotional Intelligence Teachers.



Graph 6: Comparison between high and low emotional intelligence teachers in relation to organisation dimension of verbal behaviour



Graph 7: Comparison between high and low emotional intelligence teachers in relation to pacing dimension of verbal behaviour

Table 9: 'Disclosure' dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	D.F.	't'
High emotional intelligence teachers	110	28.00	2.32	194	4.73**
Low emotional intelligence teachers	86	25.29	4.90		

**Significant at 0.01 level

The bar-diagram (Graph 8) of the relative comparison of mean scores gives more clear view about the relative 'Disclosure' dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.

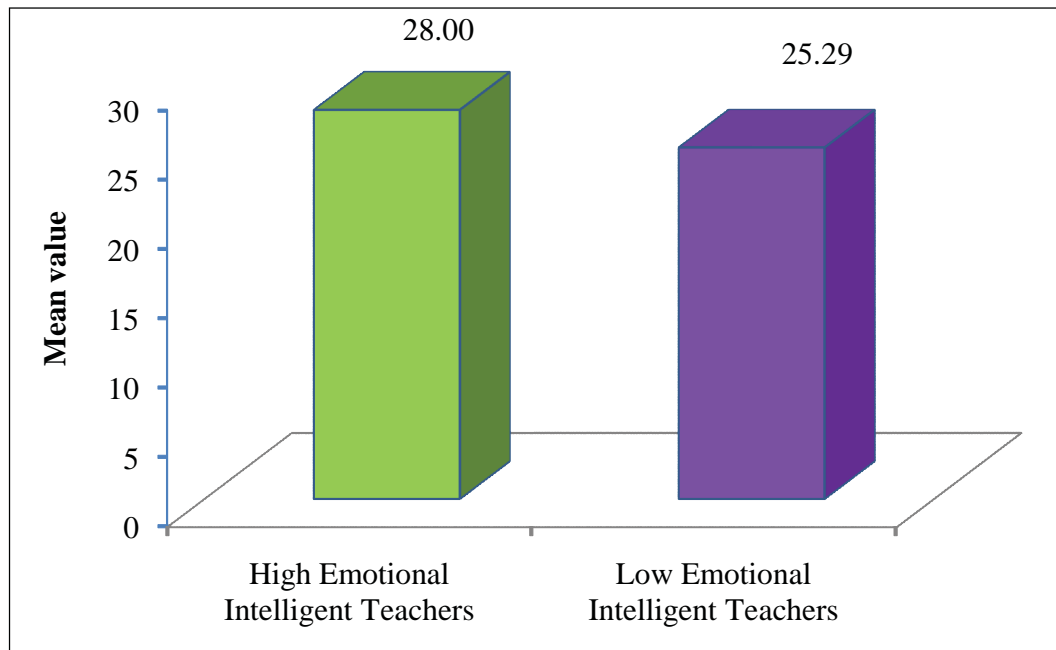
**Graph 8: Comparison between high and low emotional intelligence teachers in relation to disclosure dimension of verbal behaviour**

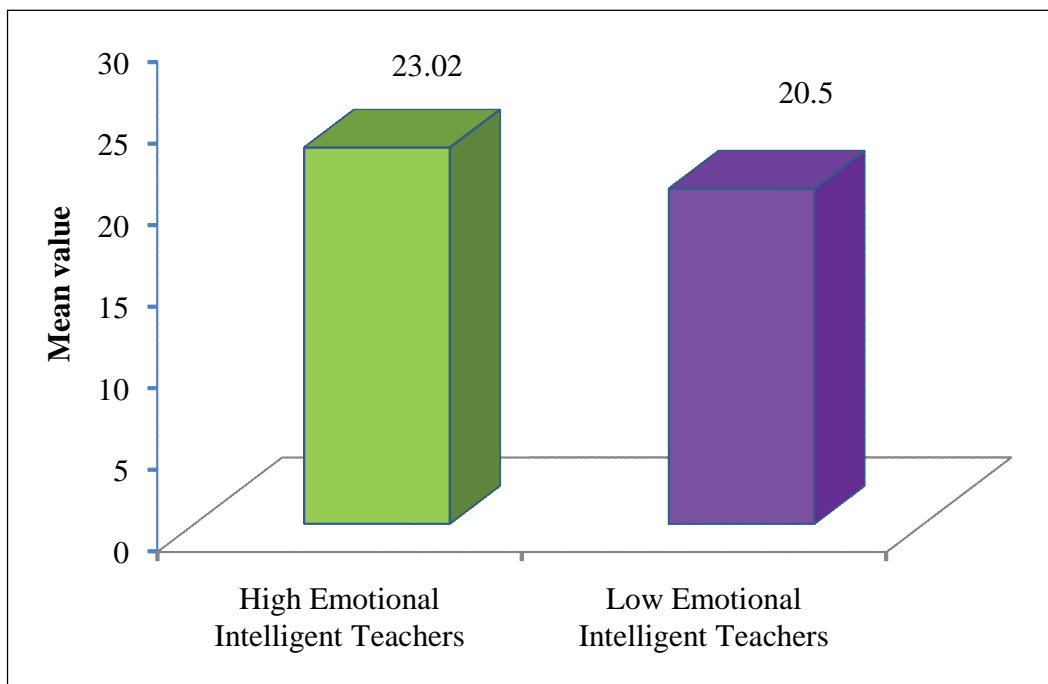
Table 10 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on 'Speech' dimension of verbal behavior which shows that High Emotional Intelligence Teachers have significantly high Speech in comparison to Low Emotional Intelligence Teachers.

Table 10: 'Speech' dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	't'
High emotional intelligence teachers	110	23.02	3.97	194	5.63**
Low emotional intelligence teachers	86	20.50	2.21		

**Significant at 0.01 level

The bar-diagram (Graph 9) of the relative comparison of mean scores gives more clear view about the relative ‘Speech’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers.



Graph 9: Comparison between high and low emotional intelligence teachers in relation to speech dimension of verbal behaviour

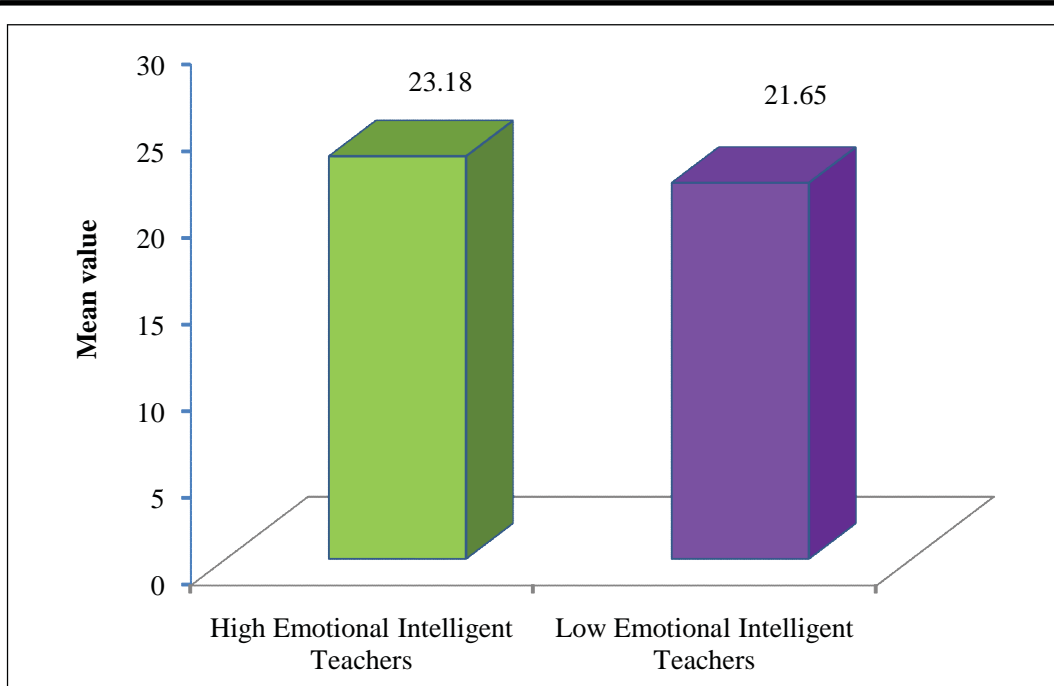
Table 11 reveals that the mean score of High Emotional Intelligence Teachers is higher than Low Emotional Intelligence Teachers on ‘Rapport’ dimension of verbal behavior which shows that High Emotional Intelligence Teachers have significantly high Rapport in comparison to Low Emotional Intelligence Teachers.

Table 11: ‘Rapport’ dimension of verbal behaviour for high and low emotional intelligence teachers

Name of group	N	Mean	S.D.	d.f.	t'
High emotional intelligence teachers	110	23.18	1.91	194	3.39**
Low emotional intelligence teachers	86	21.65	3.84		

**Significant at 0.01 level

The bar-diagram (Graph 10) of the relative comparison of mean scores gives more clear view about the relative ‘Rapport’ dimension of verbal behavior of High Emotional Intelligence teachers and Low Emotional Intelligence Teachers



Graph 10: Comparison between high and low emotional intelligence teachers in relation to rapport dimension of verbal behaviour

CONCLUSION

The following conclusions have been made on the basis of the study so conducted:

1. High emotional intelligence teachers are better in verbal behaviour in comparison to low emotional intelligent teachers
2. High emotional intelligence teachers are better in clarity, interaction, organisation, pacing, disclosure, speech and rapport on the dimension of verbal behaviour in comparison to low emotional intelligence teachers
3. High and low emotional intelligence teachers are equal on enthusiasm, a dimension of verbal behaviour of teachers.

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A Comparative Study of Emotional Intelligence and Adjustment of Secondary School Teachers Teaching in Government-Aided and Public Schools

Rakesh Kumar Sharma

ABSTRACT

It has been observed that the ability of adjustment is different in different human beings. There are some other tendencies on which the ability of adjustment depends. The teachers educate students with one main objective in mind: their success. What is the measure of this success? Some people are more successful in their careers than others, even when they have had equal educational and experiential opportunities. The individual tries to keep balance between him and his environment by his personality characteristics sometimes he changes himself and at other times his environment. A sample of 30 teachers from each type of school was taken randomly. All of them were located in Meerut district. First the mean and standard deviation for all 20 dimensions of emotional intelligence and adjustment were found separately for the secondary school teachers teaching in government-aided and public schools and then their values were calculated which were tested with the standard values. It was concluded that secondary school teachers teaching in government-aided schools are more emotionally intelligent on self-motivation and emotional stability than the public school teachers and they are equally emotionally intelligent in terms of empathy, value orientation and altruistic behaviour. However, secondary school teachers teaching in public schools are more emotionally intelligent on self-awareness, managing relations, integrity, self-development and commitment than the government-aided school teachers. On the other hand, secondary school teachers teaching in government-aided schools are more adjusted on administration, economical, health, home and social aspect of their adjustment than the public school teachers and they are equally adjusted on curriculum and library of aspect of their adjustment. Secondary school teachers teaching in public schools are more adjusted with classroom students, colleagues and institutions aspect of their adjustment than the government-aided school teachers.

Keywords: Emotional intelligence, Adjustment, Secondary school teachers, Government aided schools, Public schools, Personality, Environment

INTRODUCTION

All the living beings have the ability to accommodate themselves differently in different kinds of situations. In other words, it can be said that the capability of adjustment is in born characteristics of all living beings. It is observed that some are able to adjust themselves in an impressive passion but some show poor performance in adjusting themselves.

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It is observed that ability of adjustment is different in different human beings. There are some other tendencies on which the ability of adjustment depends. One can perform with his highest potentialities if he is feeling himself quite comfortable in that situation. The same phenomenon equally applies in the case of the teacher also, i.e. a teacher can perform excellently or more positively if he/she finds himself/herself adjusted with the situation. Otherwise, his performance may get lowered due to lack of adjustment abilities.

Adjustment alone cannot work independently but there are some other factors that dominate, rather we can say affect the process of adjustment. These factors may be intelligence, personality, interest etc. Abraham (1991). Intelligence, especially emotional intelligence, is looking the most promising factor that influences the process of adjustment. Therefore, a question arises in the mind of the researcher that is there any role of emotional intelligence in adjustment of a teacher. Getting motivated from this idea, the researcher realises the need of a study of emotional intelligence and adjustment on secondary school teachers.

OBJECTIVES OF THE STUDY

This study has been designed to achieve the following objectives:

1. To compare emotional intelligence of secondary school teachers teaching in government-aided and public schools.
2. To compare the adjustment of secondary school teachers teaching in government-aided and public schools.

EMOTIONAL INTELLIGENCE

The teachers educate students with one main objective in mind: their success. What is the measure of this success? Some people are more successful in their careers than others, even when they have had equal educational and experiential opportunities. Those are neither technical skills nor intelligence. It is something else, something which was difficult to clearly define, but now some fundamental new theories have been introduced, the multiple intelligences theory and the emotional intelligence theory (Bannetts, 1996). According to these theories, success depends on several intelligences and on the control of emotions. Intelligence quotient (IQ) alone is no more the measure for success; it only counts for 20% and the rest goes for Emotional and Social Intelligence, and luck (Goleman, 1995).

It may help in understanding and dealing with the world at one level, but one needs emotions to understand and deal with one and with others. Even in certain renowned business establishments, where people are trained to be smart, the most valued and productive managers are those who have a high emotional intelligence level, and not necessarily those with the highest IQ.

Is the human mind made up of two parts? The research in neurobiology has shown that human beings operate from two minds – the rational mind and the emotional mind.

The harmony between the emotional and the rational mind is what that constitutes emotional intelligence and is the key to a richer and more fulfilling life.

ADJUSTMENT

Life is a continuous process of adjustment. Throughout the life each individual experiences a continuous change in his/her environment and it creates certain socio-psychological needs. If his/her needs are satisfied he/she feels satisfied, otherwise the unfulfilled needs always create dissatisfaction or problems of adjustment. The satisfaction of needs and process of adjustment depend upon a number of socio-psychological factors, viz. home environment, socio-economic status, health and emotional needs.

The term adjustment has again been defined in different ways depending upon the context in which the term is to be applied.

The dictionary of education defines adjustment as 'the process of finding and adopting modes of behaviour suitable to the environment or change in the environment'. 'The favourable neutral and unfavourable adaptation of an organism to external and internal stimulation' and 'the process by which individual or groups accept, compromise with or acquire with social forces or one another'.

Adjustment may be defined as a process by which the individual maintains a level of physiological and psychological balance or equilibrium that influences the satisfaction of those needs.

A person is said to be adjusted when he/she is relatively happy, efficient and has some degree of social feeling. In simple words, adjustment in all inclusive terms means relationship between an individual and his environment through which his/her needs are satisfied in accordance with social demands.

Thus, adjustment is a state of person where he tries to keep his need in the way of gratification within the requirements of various situations in his environment. But in no way adjustment should be taken as a one-way process. The individual tries to keep balance between him and his environment by his personality characteristics some time he changes himself and at other times his environment. In this way adjustment as Arkoff (1978) says, 'is the interaction between a person and his environment'. How one adjusts in a situation depends on one's personal characteristic and it depends on the characteristics of the situation as well. In other words, in adjustment, both personal and environmental factors work side by side. An individual is adjusted as long as he/she is adjusted to himself and his environment.

POPULATION AND SAMPLE OF THE STUDY

The population has been defined as the teachers teaching in Government Aided Schools and Public Schools at secondary level located in the Meerut City. As it was difficult to collect data from all of them, therefore, it was decided to draw a representative sample from this population of secondary school teachers. A sample of 30 teachers from each type of school was selected randomly. All of them were located in Meerut district. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the secondary school teachers teaching in government-aided and public schools.

TOOLS USED

Following tools were used to collect data for this study:

1. Emotional Intelligence Scale (E.I.S.)

Developed by: Anukool Hyde (Indore)
Sanjyot Pethe (Ahmedabad)
Upinder Dhar (Indore)

2. Teacher Adjustment Inventory

Developed by Harendra Singh

COLLECTION AND ORGANISATION OF DATA

Data have been collected according to the variable used in the study. These variables were emotional intelligence (EI) and adjustment. Hence, after obtaining all these tools they were administered on the secondary school teachers in government-aided and public schools. All the precautions were taken while administering each of these tools to ensure objectivity in the process of taking the tests by the secondary school teachers. Hence, obtained data were organised according to the hypothesis formulated in the study for accuracy utility and completeness. The whole data have been checked by the investigator before tabulation.

ANALYSIS AND INTERPRETATION OF DATA

First the means and standard deviation for all 20 dimensions of emotional intelligence and adjustment were found separately for the secondary school teachers teaching in government-aided and public schools and then their '*t*' values (Garrett, 1969) were calculated which were tested with the standard values. The value of '*t*' from the standard '*t*' table (Guilford, 1950) were 2.00 and 2.66 for $df = 58$ at 0.05 and 0.01 level of significance, respectively.

Table 1: Comparison of emotional intelligence in terms of self-awareness of primary school teachers teaching in government-aided and public schools

Name of group	<i>N</i>	Mean	SD	<i>t</i>	Level of significance
Primary teachers of government schools	30	7.1	2.85	2.78	0.01
Primary teachers of public schools	30	9.3	3.25		

Table 2: Comparison of emotional intelligence in terms of empathy of secondary school teachers teaching in government-aided and public schools

Name of group	<i>N</i>	Mean	SD	<i>t</i>	Level of significance
Secondary teachers of government-aided schools	30	10.5	3.43	0.88	Not Significant
Secondary teachers of public schools	30	11.2	2.85		

Table 3: Comparison of emotional intelligence in terms of self-motivation of secondary school teachers teaching in government aided and public schools

Name of group	<i>N</i>	Mean	SD	<i>t</i>	Level of significance
Secondary teachers of government-aided schools	30	12.87	3.94	2.80	0.01
Secondary teachers of public schools	30	10.50	2.43		

Table 4: Comparison of emotional intelligence in terms of emotional stability of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	7.85	2.66	4.21	0.01
Secondary teachers of public schools	30	5.37	1.83		

Table 5: Comparison of emotional intelligence in terms of managing relations of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	8.39	2.83	3.40	0.01
Secondary teachers of public schools	30	11.35	3.83		

Table 6: Comparison of emotional intelligence in terms of integrity of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	5.37	1.83	3.03	0.01
Secondary teachers of public schools	30	7.25	2.87		

Table 7: Comparison of emotional intelligence in terms of self-development of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	3.78	1.46	3.50	0.01
Secondary teachers of public schools	30	5.25	1.78		

Table 8: Comparison of emotional intelligence in terms of value orientation of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	3.74	1.77	0.85	Not Significant
Secondary teachers of public schools	30	4.26	2.83		

Table 9: Comparison of emotional intelligence in terms of commitment of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	3.79	1.31	5.58	0.01
Secondary teachers of public schools	30	6.31	2.1		

Table 10: Comparison of emotional intelligence in terms of altruistic behaviour of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	3.87	1.51	0.85	Not significant
Secondary teachers of public schools	30	4.25	1.92		

Table 11: Comparison of adjustment in terms of administration of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	17.2	2.7	2.49	0.05
Secondary teachers of public schools	30	15.3	3.2		

Table 12: Comparison of adjustment in terms of classroom students of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	8.5	2.5	10.0	0.01
Secondary teachers of public schools	30	15.78	3.1		

Table 13: Comparison of adjustment in terms of colleagues of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	8.71	2.8	4.01	0.01
Secondary teachers of public schools	30	11.27	2.12		

Table 14: Comparison of adjustment in terms of curriculum of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	14.25	3.2	0.65	Not significant
Secondary teachers of public schools	30	13.75	2.7		

Table 15: Comparison of adjustment in terms of economical of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	12.42	2.4	2.78	0.01
Secondary teachers of public schools	30	10.31	3.4		

Table 16: Comparison of adjustment in terms of health of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	9.2	3.2	2.88	0.01
Secondary teachers of public schools	30	7.1	2.4		

Table 17: Comparison of adjustment in terms of home of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	12.21	2.8	4.93	0.01
Secondary teachers of public schools	30	8.38	3.2		

Table 18: Comparison of adjustment in terms of institution of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	10.2	2.2	5.47	0.01
Secondary teachers of public schools	30	14.5	3.7		

Table 19: Comparison of adjustment in terms of library of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	12.15	2.1	1.14	Not significant
Secondary teachers of public schools	30	11.25	3.8		

Table 20: Comparison of adjustment in terms of social of secondary school teachers teaching in government-aided and public schools

Name of group	N	Mean	SD	t	Level of significance
Secondary teachers of government-aided schools	30	17.3	1.9	9.27	0.01
Secondary teachers of public schools	30	10.41	3.6		

CONCLUSION

The following conclusions can be drawn on the basis of the findings:

- Secondary school teachers teaching in government-aided schools are more emotional intelligent on self-motivation and emotional stability than the public school teachers (Table 3 & 4).

- Secondary school teachers teaching in government-aided and public schools are equally emotionally intelligent in terms of empathy, value orientation and altruistic behaviour (Table 2, 8 & 10).
- Secondary school teachers teaching in public schools are more emotional intelligent on self-awareness, managing relations, integrity, self-development and commitment than the government-aided school teachers (Table 1, 5, 6, 7 & 9).
- Secondary school teachers teaching in government-aided schools are more adjusted on administration, economical, health, home and social aspect of their adjustment than the public school teachers (Table 11, 15, 16, 17 & 20).
- Secondary school teachers teaching in government-aided and public schools are equally adjusted on curriculum and library of aspect of their adjustment (Table 14 & 19).
- Secondary school teachers teaching in public schools are more adjusted on classroom students, colleagues and institutions aspect of their adjustment than the government-aided school teachers (Table 12, 13 & 18).

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