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# CONTENTS

# JOURNAL OF TEACHER EDUCATION AND RESEARCH

### *GUIDELINES FOR SUBMISSION OF MANUSCRIPT*

Manuscripts are to be typed, on one side of the paper, double spaced with ample spaces. For anonymity in the reviewing process the cover page of the manuscript should contain paper title, name of the author (s), designation, official address, address for correspondence, contact number (s) and e-mail address.

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# Editorial

Higher education world over is undergoing a change as information technology is making many of its acclaimed practices redundant. Real learning is happening outside schools, colleges and universities.

To cope up these challenges educators join to face them. New 'Reinventing Higher Education' held at Madrid (Spain) and "World Innovation Summit for Education in Doha (Qatar).

We in India have to innovate experiment and establish sound practices with minimum lay out to educate our youth to carve a niche for them in the modern world. Lot of studies need to be commissioned in this regard.

In this issue of Journal we bring to our readers some tangible researches and too papers detailing educational practices.

Saima Siddiqui studies causes of teacher stress and suggests preventive measures.

T.S. Bindu and B. Vajeela try to determine relationships between Emotional Maturity and Academic Achievement of Secondary School Students. Significant difference was found in respect of locale and family type.

Jyoti Dedha and M.A.Khan have tried to find relationship between personality traits and anxiety levels among students of Senior Secondary Schools of Mewat (Haryana) . It was found that extroverts had a significant & positive relationship in extrovert personality and anxiety. However introverts had insignificant scores.

Neelam Tyagi and Sindhu Bala studied deductive and inductive thinking of teachers in relation to their classroom behaviours in their secondary schools. It was found that effective teachers used deductive and inductive teaching skills in the classroom.

Amita Dhaaka and Neelima Sharma have conducted empirical study of students' and parents' anticipation from the Lucknow University.

Sunita Singh on the basis of opinion of prospective teachers pursuing B.Ed. Course has found that more than half of sample had positive opinion about teaching profession. More than eight percent of female rural humanities and social sciences groups believed that teaching profession is respected in the society. Majority of male teachers joined B.Ed. for security of jobs. Some minor percentage took it to utilize their spare time.

Suresh Kumar and Sunil Kumar made a study of academic achievement of adolescents in relation to their self-esteem. study found significant academic achievement and self esteem.

Debdutta Panda and Kartikeswar Raut have tried to establish effect of pedagogical programme of Sarva Shiksha Abhiyan on Girls Education in Odisha and found positive results.

Sushil Kumar Singh and Savita Nirankari have tried to find out impact of Parental Attitude towards education and level of aspirations of their children belonging to scheduled Caste and Scheduled tribes.

Shalini Singh has studied gender disparity in enrolment at higher education level. She found female enrolment later than that of males. Moreover she found disparity in economic and caste groups. Study does not contribute anything new but found facts generally known.

Jyoti Bhalla has endeavored to study leadership behavior of Senior Secondary School students in relation to parental encouragement. She found positive correlation between the two.

Vandana Mehra and Ziba Nikkah Far compared the attitude towards ICT of different faculties at University level towards use of ICT in creating knowledge. Societies in different areas viz. Arts, Education, Science, Commerce, Engineering and Management.

Ajay Sharma and Anviti Rawat conducted a study into emotional intelligence of B.Ed. Teacher Trainees. They found the sample group had above average emotional intelligence based on personal factors and due to gender, but medium of education viz. language had insignificant influence.

Efforts are needed to do some ground breaking researches which are very much needed to initiate revolution in our static arena of pathetic school education.

Hope some time in future we may come across quality researches in Nursery Education, Pre-Primary and Elementary Education too.

# RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND ACADEMIC ACHEIVEMENT OF SECONDARY SCHOOL STUDENTS

**\*Bindu T.S**
**\*\*Vajeela B**

## Abstract:

*The study was intended to determine the relationship between Emotional Maturity and Academic Achievement of Secondary School Students. The study also examined whether there was any significant difference in the mean scores of Emotional Maturity based on gender, locale and family type. The sample comprised 400 secondary school students drawn by stratified random sampling technique. Emotional Maturity Scale was used for collecting data. The data were analyzed using descriptive and inferential statistics. The study inferred that the secondary school students possessed a moderate level of Emotional Maturity. The findings showed that there existed substantial marked correlation between Emotional Maturity and Academic Achievement. The study also revealed that there is significant difference in the emotional maturity of secondary school students with respect to locale and family type. Also it is inferred that there is no significant difference between male and female students with regard to emotional maturity.*

Emotional Maturity is not only the effective determinant of personality pattern but also helps to control the growth of individual development. The concept mature emotional behaviour at any level is that which reflects the fruits of normal emotional development. It is a stage, which is very essential in human life. One of the major aims of any good educational programme is to help the learner to gain emotional maturity.

Emotional Maturity is the characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescent period. A person may be said to be emotionally matured if he has in his possession almost all types of emotions positive or negative and is able to express them at the appropriate time in an appropriate degree. An emotionally mature individual has the capacity to make effective adjustment with himself, members of his family, and his peers in the school or work place. Emotional immaturity leads to general unhappiness as seen in the feelings of fear, failure, disappointment, frustration and stress. Emotional maturity means how a person faces a situation and how well they cope and deal with the situation.

The development of emotionally matured behaviour is one of the prime aims of education. An emotionally mature and competent student can make appropriate decision and can cope up with academic matters. Emotional maturity is an important factor that contributes to higher academic performance. It is only through a well designed implemented educational programme that the child could be equipped with necessary knowledge and skills. In the vast sea of education, even

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though Academic Achievement is a single drop, it is still the index of a child's future in this highly competitive world. The baffling facts, which have come to limelight, are that in spite of having similar educational facilities, environment and aspirations, academic achievement of students differ from one another. Therefore, the topics – Emotional Maturity and Academic Achievement assumes a lot of significance in the modern educational system. This observation necessitated a study on the relationship between Emotional Maturity and Academic Achievement of Secondary School Students.

**Objectives**

- To find out the level of Emotional Maturity of Secondary School Students.
- To study the relationship between Emotional Maturity and Academic Achievement of secondary school students.
- To compare whether there is any significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to gender, locale and family type.

**Hypotheses**

The directional & null hypothesis have been formulated for the present study -

- The secondary school students differ in the level of Emotional Maturity.
- There exists no significant relationship between Emotional Maturity and Academic Achievement of Secondary School Students.
- There exists no significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to Gender, Locale and family type.

**Methodology**

The method adopted for the study was Normative Survey. The sample comprised of 400 secondary school students drawn by 'Stratified Random Sampling Technique'. The data were gathered using Emotional Maturity Scale constructed and validated by the investigator. The content validity of the tool was ensured by expert opinion. The test retest reliability of Emotional Maturity Scale was 0.81. The data were analyzed using i. Descriptive statistics such as mean and standard deviation. ii. Inferential statistics such as Pearson's Product Moment Correlation iii. t-test.

**Result and Discussion**

**Table-1**

**Level of Emotional Maturity of Secondary School Students**

| Sl.No | Emotional Maturity | Number and Percentage |
|-------|--------------------|-----------------------|
| 1 | High level of emotional maturity (M + 1σ) | 143 (35.8%) |

| | | |
|---|---|---|
| 2 | Moderate level of emotional maturity (M + 1σ to M-1σ) | 157 (39.3%) |
| 3 | Low level of emotional maturity (M-1σ) | 100 (25%) |
| | Total | 400 |

Table 1 shows that majority of the secondary school students have moderate level of Emotional Maturity (39.3%). The findings of the study reveal that majority of the secondary school students belong to the moderate emotional maturity group and hence the hypothesis that; 'The secondary school students differ in their emotional maturity' is accepted.

**Table-2**

**Relationship between Emotional Maturity and Academic Achievement in the whole sampling and sub samples.**

| Variables | Sample | R | Level of Significance |
|---|---|---|---|
| Emotional Maturity & Academic Achievement | Whole | 0.752 | 0.01 |
| | Male | 0.61 | 0.01 |
| | Female | 0.56 | 0.01 |
| | Rural | 0.64 | 0.01 |
| | Urban | 0.50 | 0.01 |
| | Nuclear family | 0.54 | 0.01 |
| | Joint family | 0.70 | 0.01 |

From the above table, it is clear that the correlation between Emotional Maturity and Academic Achievement of Secondary School Students is found to have significant marked correlation for the whole sample, Male, Rural, Urban and Joint family samples similar findings were reported by Sandhu (1992), Singh (1997), Christie & Manoharan (2007) and Larsen & Juharz (1985). Whereas moderate relation was found in the case of female and Nuclear family sample. Hence the hypothesis that 'There exists no significant relationship between Emotional Maturity and Academic Achievement of Secondary school students in the whole sample and relevant sub samples' is accepted.

**Table-3**

**Significance of difference in the mean scores of Emotional Maturity of Secondary School Students on the basis of gender, locale and family type.**

| Sample | 'r' value | 'z' | Critical ratio | Level of significant |
|---|---|---|---|---|
| Male | 0.61 | 0.71 | 0.744 | Not significant |
| Female | 0.56 | 0.63 | | |
| Rural | 0.64 | 0.76 | 3.37 | Significant at 0.01 |
| Urban | 0.50 | 0.42 | | |
| Joint family | 0.70 | 0.87 | 2.01 | Significant at 0.01 |
| Nuclear | 0.54 | 0.60 | | |

From the above table it is clear that 't' values 3.37 and 2.01 (P<0.1) are significant at 0.01 level for locale and family type. It means that there is significant difference in the mean scores of Emotional Maturity of secondary school students with respect to locale and family type. The 't' value obtained is 0.744 (P>0.1) is not significant at 0.01 level for gender. Therefore the null hypothesis that "There exists no significant difference in the relationship between Emotional Maturity and Academic Achievement of Secondary School Students with respect to gender, locale and family type" is partially substantiated.

**Main Findings**
- The secondary school students possessed a moderate level of Emotional Maturity.
- A significant marked correlation was found between Emotional Maturity and Academic Achievement of Secondary School Students.
- There existed a significant difference in the Emotional Maturity of Secondary School Students with respect to locale and family type.
- There existed no. significant difference between male and female students with regard to emotional maturity.

### Educational Implications

- By identifying students suffering from emotional immaturity, teachers and guidance personnel can provide special measures to overcome emotional disturbances and direct the students to proper scientific study habits leading to better achievement.
- The parents should assist their wards in taking immature emotions and help them lead a productive academic life.
- Policy makers and curriculum planners can design and implement educational programmes that support and enhance students' emotional maturity.
- Academicians and practitioners can devise compensatory attempts for the improvement of students' emotional maturity leadings to further improvement in the academic scene.

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# RELATIONSHIP BETWEEN PERSONALITY TRAIT AND ANXIETY AMONG STUDENTS OF CBSE RECOGNIZED SENIOR SECONDARY SCHOOLS

**\*Ms. Jyoti Dedha**
**\*\*Dr. Mohsin Ali Khan**

## Abstract:

*The present study reveals levels of anxiety i.e. Normal level, Average level and higher level and the type of personality (introvert and Extrovert type) of students studying in CBSE recognized private secondary schools of district Mewat of Haryana. A sample of eighty students of class 11th from four CBSE recognized senior secondary schools of district Mewat of Haryana was taken randomly for the study. Majority of students (71.25%) were found under Extrovert type of personality, whereas less number (28.75%) was counted under Introvert category. The relationship between personality trait and anxiety of students was investigated. Under Extrovert category of students (N=57) the value of correlation was calculated as r= 0.34 which was found significant at both the levels of confidence, it shows some positive relationship between extrovert personality trait and anxiety of students. It reveals that extroverts are more susceptible to anxiety and must be treated with proper love care by the teachers and parents to get desired results. But under Introvert category (N=23) the value of correlation was calculated as r=0.16 and that was found insignificant, which indicates very low positive or none relationship between personality trait and anxiety.The results of study may help to teachers, principals to understand student's needs for better adjustment in school and  parents at home  in dealing with their children problems.*

From the origin of life man directly or indirectly has been trying to educate himself in order to improve his life to meet the new challenges of life for better survival. Education is an essential source through which one can live and lead a civilized life and also it is a guiding force by which one can fulfill our needs and ambitions.

A developed nation is known for its strength of education and economy where both the aspects are very much interrelated and without the progress of youth one cannot think about the development. One of the impressive features of human behavior is the ability to change as per the need and situation, where several biological and environmental factors are responsible for these changing patterns. These changing patterns may be called as the 'personality' which separates a person from others.

The personality and stress are the two terms  connected to each other; a person who can handle the stress and tough situations properly, known to be as a person possess good personality, whereas vice versa has a bad personality. The overstress situation changes into a mental disease called as 'Anxiety', where a person becomes nervous and unable to take his/her decisions. Today's most of the children and youth are victims of this severe disease and they take narcotic drugs and even go for suicide to fulfill their false dreams.

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**Meaning and Nature of Personality**

Personality is the identification of a person in a group based on external as well internal characteristics or combination of several traits of an individual or even total behavior of a person. A 'trait' of personality means such a distinctive character of a person's thought, feeling and actions that marks him common or different from others like as; friendly and isolated nature, active and passive nature etc. are the distinctive features of the people and these are visible right from the childhood. Personality is a distinctive pattern of behavior including thoughts and emotions that characterize each individual's adaptation to the situations of life (Michele, 1976). Psychologists *Allport, Catell* and *Karl Jung* have been classified the personality into two main categories; Introvert and extrovert type. But in real sense 'personality' is the integration of various traits; most are inborn and some are acquired by the individual.

**Introvert type**

It is the kind of personality where a person possess generally a shying nature, self-centered, over thoughtful, less active, less friendly and lack of leadership quality. People in this category are retiring sort of person, less achievers, more idealistic, less adjustable and adorable cannot be more successful in their life.

**Extrovert type**

People in this class of personality are more active, enthusiastic, social, and adjustable. They are more realistic less idealistic and high achievers; show leadership quality at most of the situations. They are more emotional, take part in any social gathering and contribute their part to get personal satisfaction.

**Meaning and Nature of Anxiety**

'Anxiety', is like a fire and a subjective experience of the organism in a catastrophic condition. The reaction of anxiety may be the inner tension to extreme states of terror (Sigmund Freud).Anxiety is the unpleasant emotions which are related with fear doubt confusion and frustration, bar the peace of individual (Hill guard).It has several levels right from very high to low level, plays an important role in determining the behavior and some time as motivator to get success in our life.

Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide (Costello, Mudsill, Erkanli, Keeler & Angold, 2003). Anxiety is associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Peterman, 2000).

**Types of Anxiety**

Psychologists 'Liddell Cannon' and 'Coombs', have classified anxiety into three levels; Normal level, Medium level and Superior or higher level. The persons belonging to normal category show the symptoms of general alertness, effective integration and inability for productive behavior. Persons belonging to medium category show the symptoms; rigidity, less spontaneity, narrow perception and more effort in adjustment. The people in this superior category have the symptoms; more irritability, rigidity, inattentive and impaired learning and thinking.

**Causes of Anxiety**

There are several causes for anxiety among our youth all over the world such as; problems of adjustment of adolescents at home and in the society, Over expectations of parents with regard to their performance, rapid physical, mental and emotional development during this growing age. In India, the main documented cause of anxiety among school children and adolescents is; the parent's high educational expectations and pressure for academic achievement (Deb, 2001).

**Rationale of Study**

In present study investigator has tried to find out the levels of anxiety, that is of mainly three types e.g. Normal level ,Medium and Average level and the type of personality trait i.e. Extrovert and Introvert types of the students studying in CBSE recognized private senior secondary schools of district Mewat of Haryana. Study further investigated the relationship between personality trait and anxiety of students. This study may help to understand the reasons for poor performance and maladjustment of students having different kind of personalities and levels of aspirations causing anxiety. The results of study may help the teachers and parents to understand student's needs and solve the problems in better way. Since limited number of studies have been addressed anxiety among adolescents in India, and because of the seriousness of its adverse consequences, it was considered important to explore this issue further.

**Statement of Problem**

"To find out the relationship between personality trait and anxiety of students studying in CBSE recognized private senior secondary schools of district Mewat, Haryana".

**Objectives**

1. To study the status of personality traits of students studying in senior secondary schools of district Mewat, Haryana.
2. To study the anxiety level of students studying in senior secondary schools of district Mewat, Haryana.
3. To find out the relationship between personality traits(extroversion and introversion) and anxiety of students studying in CBSE recognized private secondary schools of district Mewat,Haryana.

**Hypotheses**

Investigator has been formulated the **Null hypothesis (Ho)** for the present study;
**Hypothesis (Ho-1)**
1. There is no significant relation between personality trait and anxiety level of students studying in senior secondary schools of district Mewat,Haryana.

**Delimitations**

The study was delimited in the following manner;
➤ District Mewat of Haryana state was the area selected to conduct the study.

- ➢ Descriptive research survey method was applied to conduct the present study.
- ➢ Four CBSE recognized private senior secondary schools were randomly selected to get the sample of 80 students.
- ➢ Only class 11th of every school was considered for the study to get twenty students from each school class through random sampling process.
- ➢ Only standardized tools were used to collect the relevant data.

## Design of Study

The descriptive research survey method has been applied to conduct the study; All private senior secondary schools of district Mewat of Haryana, has been constituted the population of study.

## Sample

Simple random sampling method has been applied to choose a sample of eighty students of class 11$^{th}$ from four private senior secondary schools of district Mewat of Haryana for the present study.

## Tools used

Two Standardized tools have been used for data collection are;

**The Personality Inventory** by Dr.Yashveer Singh & Dr. Harmohan Singh and, **Comprehensive Anxiety Test** by Dr. A.K.P.Sinha.

## Analysis and Interpretation

The analysis and interpretation of relevant data have been done quantitatively and qualitatively by using statistical techniques; Mean (M) Standard Deviation (S.D) and Correlation(r) by Spearman's Rank Difference Method. Pie chart and tables were also used to analyze the data and interpret results.

## Graphical Presentation of Data

Data is the main source of any research thus its classification and arrangement should be done cautiously to get useful results. Following pie charts have been showing the status of anxiety among male and female students.

**Pie Chart Showing Anxiety Levels and Percentage of Male Students**



- Low anxiety level
- Normal anxiety level
- High anxiety level

17.64%

23.52%

58.82%
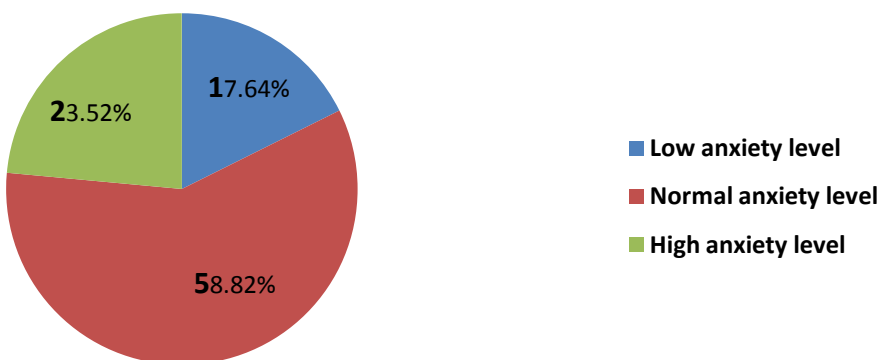
**Pie Chart Showing Anxiety Levels and Percentage of Female Students**



- Low anxiety level
- Normal anxiety level
- High anxiety level

6.52%

53.17%

47.82%
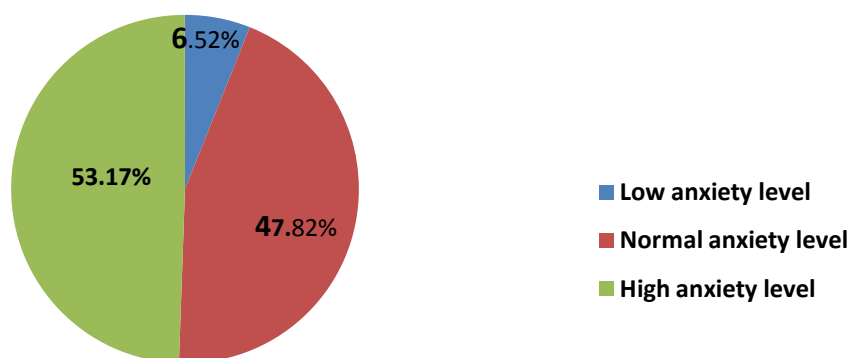
**Table-1**

**Number and Percentage of students related to Anxiety Levels**

| Sr.No. | Gender of student | Anxiety Levels of Total Students (Five levels) | | | | | |
|--------|-------------------|---------|------|---------|------|-------|-------------------------------|
| | | **V.High** | **High** | **Average** | **Low** | **V.Low** | **Overall Status of Anxiety Level** |
| 1 | **Male** (34) | 00 | 08 | 20 | 05 | 01 | *High Level = 08* |
| | **Percentage Value (%)** | 00 | 23.52 | 58.82 | 14.70 | 2.94 | ***High Level =23.52 %*** |
| 2 | **Female** (46) | 03 | 18 | 22 | 03 | 00 | *High Level=21* |
| | **Percentage Value (%)** | 6.52 | 46.65 | 47.82 | 6.52 | 00 | ***High Level = 53.17 %*** |
| **Total** | **N= 80** | | | | | | ***Total High Level = 76.69%*** |

Table-1 reveals that more than fifty three percent (53.17%) female students were counted in category of high anxiety level, which is more than double in number as compared to male students in same category on anxiety. Around forty eight percent (47.82 %) female students were reported under normal or average category on anxiety level. Less number around six percent (6.52 %) were found under low category of anxiety, whereas none or zero percent (0 %) were recorded in very low category on anxiety level. The high number of female students under high anxiety level at adolescence age was again a serious concern for teacher and parents.

**Table-2**

**Type number and percentage of students as per their personality traits**

| Sr.No. | Type of Personality | No. of Students | Percentage value |
|--------|---------------------|-----------------|------------------|
| 1 | **Extrovert Type** | 57 | 71.25 % |
| 2 | **Introvert Type** | 23 | 28.75 % |
| *Total* | *Two Type* | *N= 80* | *100 %* |

Table -2 reveals the distribution of total students (N=80) on the basis of two types of personality traits (Extroversion &Introversion). Majority of students (71.25%) were found under Extroversion type of personality, whereas less number (28.75%) was counted under Introversion category. It clearly indicates that, under selected sample of eighty students of class 11th, majority of the students have shown extroversion kind of personality which is a good sign for their future progress.



**Overall Percentage of Personality trait of Students**

28.75%

71.25%

■ Extrovert Trait
■ Introvert Trait

**Overall Percentage of Personality trait of Students**



28.75%

71.25%

■ Extrovert Trait
■ Introvert Trait
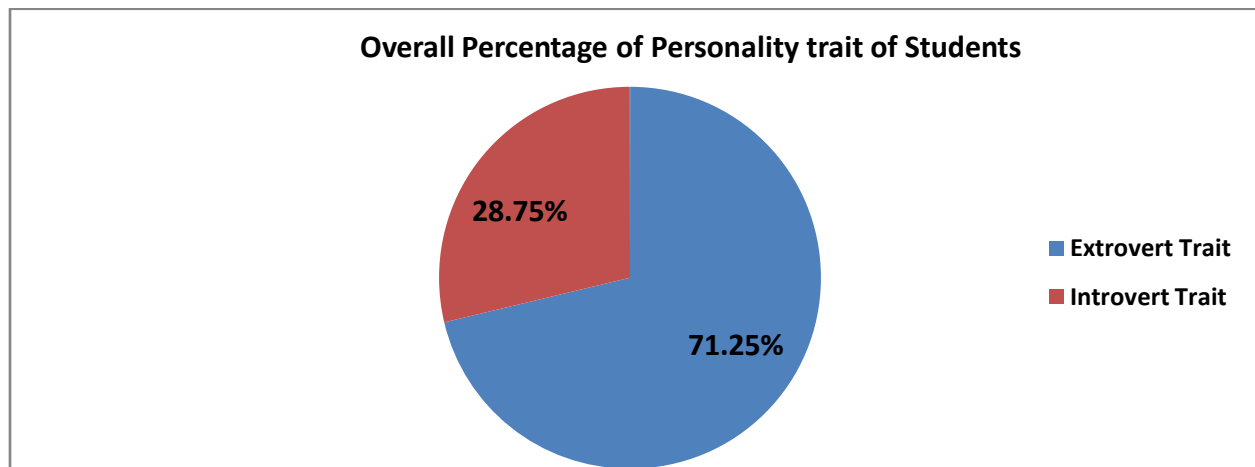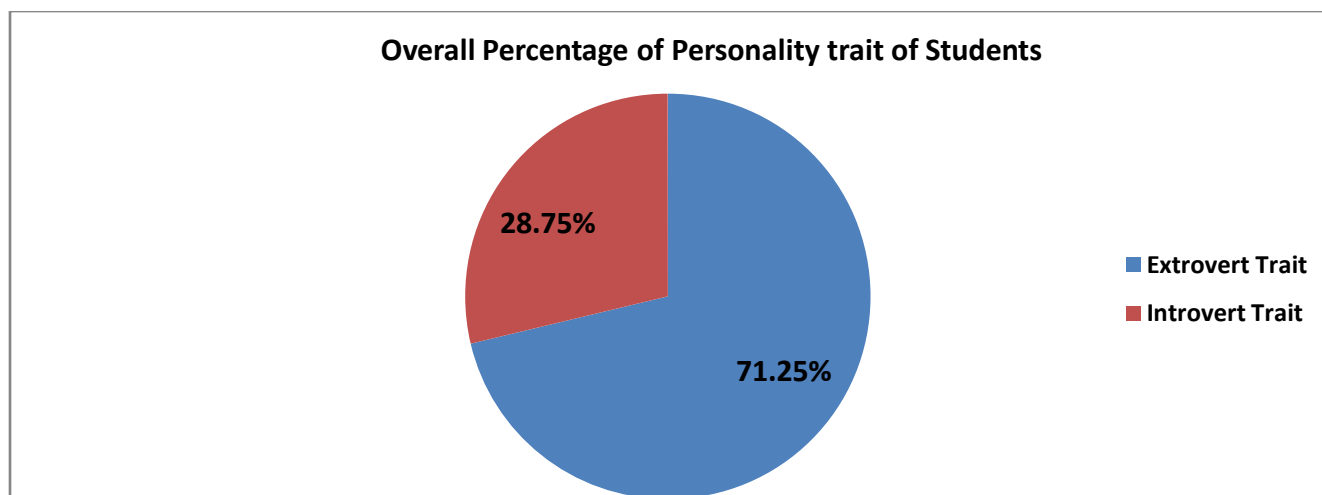
**Table-3**

**Relationship between anxiety and personality traits of Senior Secondary Students**

| Sr. No. | Sample Size | Type of Personality Trait | Degree of Freedom (D.F) | Correlation Value (r) | Result |
|---------|-------------|---------------------------|-------------------------|-----------------------|--------|
| 1. | N=57 | Extroversion | N- 2 = 55 | r = 0.34 | *Significant (at both levels) |
| 2. | N= 23 | Introversion | N- 2 = 21 | r = 0.16 | **Insignificant |
| **Total** | N=    80 | | | | |

Table-3 reveals the sample distribution and its relationship based on Extroversion and Introversion type of personality traits. Under **Extroversion** category of students (N=57) the value of coefficient of correlation was calculated as **r= 0.34** which shows low positive correlation and was found '**significant**' at both the levels of significance. Thus the **null hypothesis,** 'that there is no significant relationship between personality trait and anxiety of students was **rejected**.

Whereas, *under* **Introversion** category of students (N=23) the value of coefficient of correlation was calculated as **r=0.16** which indicates **very low** type of correlation and was found '**insignificant**' at both levels of significance.Thus the **null hypothesis,** 'that there is no significant relationship between personality trait and anxiety of students was **accepted**.

**Discussion of Results**

I.  Majority of students (71.25 %) were found under category of *Extroversion personality trait*, less number were reported under *Introversion category of* personality trait, which indicate that in modern times students are changing from traditional to modern life styles and becoming smart  enough to meet the life challenges.

II.    Female students were found more in number under *High level of Anxiety, (53.17%)* as compare to the male students (23.52%) under same category, which is a serious concern for both teachers and parents.

III.   As per the major findings of study it was concluded that; there is a significant positive relation between personality trait (Extroversion) and anxiety of students studying in private schools. No significant relation was found between personality trait (Introversion) and anxiety. It reveals that extroverts are more susceptible to anxiety and must be treated with proper love and care by the teachers and parents to get desired results.

## Educational Implications

Every study has its meaning and importance in education, thus the present study has also some important points to be considered by the educational practitioners are as under;

1.  In the present study, Female students were found more depressed than the male students. Which indicate that generally females are more vulnerable to stress and become tensed soon due to some difference in their physiology and psychology, thus should be treated carefully?

2.  A significant relationship was found between personality traits (extrovert) and anxiety among the selected students of class 11$^{th}$ which shows that extroverts are more vulnerable to stress as compare to introverts thus treated with proper love and care.

3.  Extroverts are generally friendlier, active and energetic and optimistic and usually predictable, they are to be motivated in right direction to get desired results.

4.  Introverts are usually unpredictable and should be handled with love and proper care because they are usually pessimistic and less worried about the day to day issues.

5.  Anxiety excites the concentration and effects the academic achievements by making learning process easy. It is duty of all teachers and parents to stimulate anxiety in desirable form and level which may help to student's learning.

6.  Generally private school students become more tensed and often depressed during their pre-board and final board exams and often due to high expectations of their parents to get best results.

## Conclusions

Keeping in mind the changing needs and aspirations of private school's students, teachers and parents must be careful and sincere to reduce the stress and anxiety among all students, since they are the future of nation. Therefore, it is an imperative need to find out the reasons for high anxiety among female students studying in private senior secondary schools, and find out the remedial measures to reduce stress and anxiety.

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# A STUDY OF DEDUCTIVE & INDUCTIVE THINKING OF TEACHERS IN RELATION TO THEIR CLASSROOM BEHAVIOURS AT SECONDARY LEVEL

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### Abstract:

*Thinking and classroom behavior of the teachers are two areas that are getting attention. This interest has been fed by the new knowledge that thinking skills and classroom behavior of the teachers are two most important aspects that enhance the quality of teaching.  Thinking of teachers plays a significant role to make the teaching effective.  During teaching the teacher uses different teaching methods and strategies, thinking skills and do certain classroom behavior and all these actions affect their teaching behavior. Thinking determines how a teacher will behave in the classroom. Deductive & inductive thinking are the two forms of thinking that help the teachers to present the content in a unique way. This unique way of content presentation affects the classroom behavior of teachers and enhance the teaching effectiveness. The present study finds the relationship between deductive and inductive thinking of teachers and their classroom behaviors. The result showed that the teachers whose classroom behavior is effective are using deductive & inductive thinking skills in the class.*

Thinking and classroom behaviors of the teachers are two areas that are getting attention. This interest has been fed by the new knowledge that thinking skills and classroom behaviors of the teachers are two most important aspects that enhance the quality of teaching.  Thinking of   teachers is a key to effective teaching.  Teaching does not conform to the methods that are described in the books but teaching is one of the various ways of imparting knowledge.  During teaching the teacher uses different teaching methods and strategies, thinking skills and do certain classroom behaviors and all these actions affect their teaching behaviors. Thinking determines how a teacher will behave in the classroom. Teacher's planning of the lesson, presentation of lesson, classroom management , etc determines the effectiveness of the teaching.

It would seem reasonable to assume that the way teachers thinking influence their classroom behavior. However, recently the teachers' thoughts and actions have given wide attention. All the teaching behaviours reflect the images of teachers' thinking pattern.   Thinking is a mental process that analyses and synthesizes the phenomena that further help in the process of formulating of problems that aims at solving problems or helps in the process of solving a problem. Thinking facilitates us in the process of decision making in order to fulfill a desire, searches for the meaning of the word and generate ideas or helps us in the process of generating ideas.

Teachers' way of using thinking skills helps them to present the content in an effective way.  Some teachers present the content   proceeding the way of general conclusion to the particular. And some

teachers present proceeding particular (specific) to general. These two different methods help the students to think into two different ways.  Broadly speaking sometimes teacher use the deductive thinking and sometimes inductive thinking to present content in the classroom. These two ways of thinking skills enhance the teaching effectiveness of teachers.  Singh (1978);

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(Chaudhary (1982) concluded that creative thinking was found to influence classroom verbal behavior of teachers.

**Need and Significance of the Study**

The greatest challenge that the education system is facing is the expertise of teachers. When we talk about the quality of education, we keep in mind the teacher and his/ her teaching effectiveness. Teachers' cognitive map and his classroom behavior are two component of effective teaching. Teacher's thinking effects the teachers' perception, classroom behavior, teaching effectiveness, classroom performance, skills of content presentation, classroom management etc. The development and influence of teachers' thinking has increase interest of research as teacher has the pivotal position in any education system. Education Commission Report (1964-66) rightly said, "even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers". It is the time to produce the empowered teachers who think invariably to enhance the teaching effectiveness. Sometimes the teacher presents the content inductively, presenting the examples first and then establish the rules, sometimes deductively presenting the rules and then establish the rules with the follow on examples. These thinking strategies help the teachers to enhance the effectiveness of their teaching. Most of the researches on teachers' classroom behaviours focused on self efficacy, academic achievement, attitude, interest, personality traits etc. (Flynt(2008); Rebocca et all (2003); Roy(1980). There are very few researches that focused on thinking and classroom behavior of teachers. Therefore teachers' thinking is one of the indispensible need to enhance the teaching effectiveness that includes the various classroom behaviours to be present. The present study is an attempt to see the relationship between deductive and inductive thinking and classroom behavior of teachers.

**Objectives**

The following objectives have been framed for the study:

1. To study the deductive & inductive thinking of teachers at secondary level.

2. To study the classroom behaviours of teachers at secondary level.

3. To find out relation between deductive and inductive thinking of teachers and their

classroom behaviours  at secondary level.

**Hypotheses**

To achieve the above objectives the following hypotheses were formulated.

1. There is no significant relationship between deductive& inductive thinking of teachers and

their classroom behaviour on 'skill of planning' at secondary level.

2. There is no significant relationship between deductive& inductive thinking of teachers and

their classroom behaviour on 'skill of presentation' at secondary level.

3. There is no significant relationship between deductive & inductive thinking of teachers and

their classroom behaviour on 'skill of closing' at secondary level.

4. There is no significant relationship between deductive& inductive thinking of teachers and

their classroom behaviour on 'skill of evaluation' at secondary level.

5. There is no significant relationship between deductive& inductive thinking of teachers and

their classroom behaviour on 'skill of managerial' at secondary level.

**Methodology**

For the present investigation, the researcher used the Normative Research Survey Method followed by observation.

**Population and Sampling:**

For this research study a simple random sampling technique was used. Ten secondary schools were selected randomly from the list of secondary schools of UP Board and CBSE Board of District Ghaziabad. Around 100 secondary school teachers were selected by simple random sampling technique.

**Tools**

General Teaching Competency Scale (GTC) constructed by Pro. B.K. Passi and M.S. Lalitha was used to assess the classroom behavior of the teachers. To assess the deductive & inductive thinking of the teachers, the researcher developed a tool Deductive and Inductive Thinking Inventory. It has 30 items with 'Yes' and 'No' answer type. This tool has the content validity. To test the reliability, the researcher used the test retest method of reliability coefficient and the computed reliability was 87.

**Interpretation of Result**

**Hypothesis 1**

**Table-1**

**Correlation Between Deductive& Inductive Thinking and Classroom Behaviour on Skill of Planning**

| Variables | N | Df | r | Significant |
|---|---|---|---|---|
| Deductive& Inductive Thinking | 100 | | 0.420 | * |
| Skill of Planning | 100 | 98 | | Significant |

*Significant at 0.01 level, ** significant at 0.05 level

**Hypothesis 2**

**Table-2**

**Correlation Between Deductive& Inductive Thinking and Classroom Behaviour on Skill of Presentation**

| Variables | N | Df | r | Significant |
|---|---|---|---|---|
| Deductive& Inductive Thinking | 100 | | | * |
| Skill of Presentation | 100 | 98 | 0.577 | Significant |

*Significant at 0.01 level, ** significant at 0.05 level

**Hypothesis 3**

**Table-3**

**Correlation Between Deductive& Inductive Thinking and Classroom Behaviour on  Skill of Closing**

| Variables | N | Df | r | Significant |
|---|---|---|---|---|
| Deductive& Inductive Thinking | 100 | | | * |
| Skill of Closing | 100 | 98 | 0.320 | Significant |

*Significant at 0.01 level, ** significant at 0.05 level

**Hypothesis 4**

**Table-4**

**Correlation Between Deductive& Inductive Thinking and Classroom Behaviour on Skill of Evaluation**

| Variables | N | Df | r | Significant |
|---|---|---|---|---|
| Deductive& Inductive Thinking | 100 | | | * |
| Skill of Evaluation | 100 | | 0.354 | Significant |
| | | 98 | | |

*Significant at 0.01 level, ** significant at 0.05 level

**Hypothesis 5**

**Table-5**

**Correlation between Deductive& Inductive Thinking and Classroom Behaviour on Managerial Skill**

| Variables | N | Df | r | Significant |
|---|---|---|---|---|
| Deductive& Inductive Thinking | 100 | | | * |
| Skill of Closing | 100 | 98 | 0.320 | Significant |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |

*Significant at 0.01 level, ** significant at 0.05 level


**Findings of the Study:**

The following conclusions were drawn on the basis of all hypotheses which were formulated for the study:

1. The table 1 indicates the correlation value between variables. It shows that there is a significant relationship in Deductive & Inductive Thinking and Classroom Behaviour on 'Skill of Planning.' The teachers whose content planning is effective are using deductive & inductive thinking.

2. The table 2 indicates that there is a significant relationship in Deductive & Inductive Thinking and Classroom Behaviour on 'Skill of Presentation.' The correlation value shows that the teachers who present the content effectively are using deductive & inductive thinking in the classroom teaching

3. Table 3 shows a significant relationship in Deductive & Inductive Thinking and Classroom Behaviour on 'Skill of Closing.' This result proves that the teachers who are closing their lesson effectively are using deductive & inductive thinking.

4. Table 4 shows that there is a significant relationship in Deductive & Inductive Thinking and Classroom Behaviour on 'Skill of Evaluation.' It shows that the teachers who use deductive & inductive thinking in the class use evaluation skill effectively.

5. Table 5 shows that there is a significant relationship in Deductive & Inductive Thinking and Classroom Behaviour on 'Skill of Managerial.' This skill includes recognizing attending behavior and maintaining of classroom discipline. The result proves that managerial skill is effective of those teachers who are using deductive & inductive thinking in the class.


**Implications and Suggestions**

The present study has found that deductive & inductive thinking of teachers can be estimated on the basis of teacher's' classroom behaviours as well as the two variables which are significantly correlated. Training of the prospective teachers can be modify on the basis of the result as they should train to use deductive & inductive thinking in their lesson plans for effective classroom behavior. To see the international trends the focus should be on the research areas 'how teacher think' and 'teacher thinking affects teaching'. The result is also important for teachers, teacher educators and researchers as they can enrich their understanding that how certain thinking skills enhance the teaching effectiveness

Teacher education programme in India also need to be given a serious thought both in theory and practice and more attention should need to be pay on teachers' thinking and its relationship for effective teaching in order to improve classroom practices and to improve retention of the students.

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# A STUDY OF ANTICIPATION FROM UNIVERSITY OF LUCKNOW – STUDENTS' AND PARENTS' PERSPECTIVE

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**Abstract:**

*The proposed study is an investigation into the students' and parents' anticipations from an important university of North India viz. University of Lucknow which was established in 1920 and is located at the capital headquarters of the erstwhile United Provinces, now known as Uttar Pradesh. There are a variety of issues which need to be addressed in the University. One of the most important issues of all is the aims and functions of the University in the light of the expectations of the stakeholders particularly students and parents of the University. This study proposes to conduct an empirical inquiry in this area.*

Education plays a very important role in making our life in the future as complete and fulfilling as possible In future we have to consider many occurrences that will be required to face, there are goals that need to be attained. University Education holds a very important place in the future of every student as it leads to living a full life with all dreams at fingertips. University with endless opportunity will enable the student to learn new ideas, face different obstacles, plans for future. And thus able to contribute to society rather than taken from it by transmitting knowledge to the future generations.

Today there is a general apprehension that the education being imparted through our academia is not relevant to the needs of society. There appears to be a mismatch between what is taught in our universities and what is required by industry, business, politics, administration, the professions and society at large. We need such educational services which create new pathways for students to reach their academic and career goals, and how students can be best supported to take advantage of the full range of resources provided by colleges. However, the universities are yet to react to such competition with the required speed. They are still moving with their original ideals which are unable to fulfill the demands of the present world.

The proposed study is an investigation into the students' and parents' expectations from an important university of North India viz. University of Lucknow which was established in 1920 and is located at the capital headquarters of the erstwhile United Provinces, now known as Uttar Pradesh. There are a variety of issues which need to be addressed in the University. One of the most important issue is the aims and functions of the University in the light of the expectations of the stakeholders particularly students and parents of the University. This study proposes to conduct an empirical inquiry in this area.

## Related Studies

Cook, Lora A. (2004) investigated the relationship between expectation – experience growth discrepancies and satisfaction among students and found out that more a participant's expectations were met, the more satisfied the participant was with the experience.

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A study conducted by Spencer, Stanley, (2005) was done to find out the perceptions of college students, parents and employers in south-west Ohio concerning associate degrees. This qualitative study combined in-depth interviewing techniques similar to those of ethnographic research with word coding and grouping techniques of content analysis and concluded that all the groups agreed that associate degree has become the minimum educational requirement for getting jobs.

Evidences supplied by the studies conducted abroad have direct and indirect bearing on the aims, objectives and functions of higher education in modern perspective and hence provide support to hand and for upward climbing by the researcher however, no study seems to have been done specifically in the area of higher education and university so far. Hence, the present study titled "A Study of Anticipation from the University of Lucknow - Students' and Parents Perspective" is expected to be more useful and relevant in the area of research and development in higher education.

## OBJECTIVES & METHODOLOGY

Each objective of this study was achieved through a different method/ procedure.
**Objective 1**
To explore the expectations of students from University of Lucknow
**Procedure**
The student from different faculty of the University of Lucknow was engaged in open conversational interview, on the individual basis, to find out their expectations. The recorded conversation of each individual was converted into written transcript which was subjected to content analysis in order to mark the statements indicative of the individual's expectations from University.
**Objective 2**
To explore the expectations of parents from University of Lucknow

**Procedure**

The parents whose wards are presently studying in University of Lucknow were engaged in open conversational interview, on the individual basis, to find out their expectations. The recorded conversation of each individual was converted into written transcript which was subjected to content analysis in order to mark the statements indicative of the individual's expectations from university.
**Objective 3**
 To categorize the expectations of students and parents from University of Lucknow
**Procedure**
The marked expectation statements were enlisted and divided into various categories. This was done by studying the statements individually and assigning them to a category (for example, categories of discipline, student politics, admission, examination reforms, extension etc.). Thus, a categorized picture of the expectations of an individual was formed. The same procedure was repeated for all the respondent stakeholders of the group (i.e. students and parents). This lead to several categorized lists of expectations.
**Objective 4**

To suggest changes and modification in University of Lucknow on the basis of explored expectations of students and parents.

**Procedure**

On the basis of the analysis of explored expectations of students and parents suitable suggestions regarding the changes and modification in University of Lucknow will be given. On the basis of obtained expectations of students and parents an attempt was made to develop a students' portrait of University of Lucknow and a parents' portrait of University of Lucknow. These portraits show the lines on which the University of Lucknow needs to be reformed in future if it has to come up to the expectations of its most important stakeholders as well as beneficiaries.

## Delimitations

1.This study was limited to only those students presently studying in University of Lucknow.

2.This study was limited to only parents whose sons or daughters are presently studying in University of Lucknow.

3.The outcome of the analysis of primary data was within the limitations of the responses to various questions in the schedule.

**Findings**

Many findings were obtained in terms of students' and parents' expectations from University of Lucknow which were synthesized into three broad classes:
1. Common expectations
2. Unique expectations
3. Conflicting expectations

1. The students' expectations from University belong to 46 categories with enough variety; whereas the expectations of parents could be classified into only 32 categories. The 17 categories where the parents showed no expectations were: Teaching Method, Attendance, Courses, Curriculum, Academic Atmosphere, Ban on cheating, Semester System, Evaluation, Hostel, Library, Parking, Building/Classrooms, Labs, Research Facilities, Entry of Vehicles, Common Rooms, and Campus Life. These are the categories mainly related with the teaching learning process, campus life and University culture with which the parents appeared to be least concerned. This is indicative of parents' decreased interest in day to day affair of the University life of their sons and daughters. They are mainly concerned with the end product of higher education. Another reason behind less expectations and less interest might be that either parent are less concerned for higher education as they are not in the field of higher education or they may have kept themselves aloof with the higher education of their son or daughter as they might be busy in the vicious circle of earning bread and butter.

2. The students' expectations (996) tremendously outnumbered those of parents' (542) expectations from LU. This showed that the students are highly ambitious about the higher education and they expect too much from the University as far as their future, career and life is conce

3. As a general observation the students are more concern with facilities and the parents with character and discipline. Same was reflected in the findings of this research. The expectation of infrastructure (183) outnumbered the other frequency of the students' expectations was

concerned. On the other hand the class of expectations namely, 'discipline' (132) outnumbered all other classes of parents' expectations.

4. The total number of expectations was 216 in case of students and 164 in case of parents.

5. Some of the uncommon or unique expectations in terms of administration, information and guidance services, infrastructure etc. had come up during open conversational interviews of students and parents. If attention is paid on these unique expectations then the functioning and image of the University may improve to a large extent and the University will be able to deliver better goods to its beneficiaries and come up to the expectations of its stakeholders.

6.Some such conflicting expectations were also found where students and the parents stood just opposite. On one hand, the parents expected something from the University of Lucknow, and on the other hand the students condemned that idea and expected just contrary or the vice versa.

7.On the basis of obtained expectations of students and parents an attempt was made to develop a students' portrait of University of Lucknow and a parents' portrait of University of Lucknow. These portraits show the lines on which the University of Lucknow needs to be reformed in future if it has to come up to the expectations of its most important stakeholders as well as beneficiaries.

**Conclusion**
This study was concluded by designing two portraits of the University Of Lucknow in which the various shades and colors have been supplied by the expectations from University of Lucknow. First portrait is based on the expectations of students and the second portrait is based on the expectation of parents.

**Students' portrait of University of Lucknow**
As the society grows, the needs, ambitions and aspirations of the people also change which should be reflected in the area of education too. There is a need for rapid changes to cater to the mental thirst of the people. Globalization, multi-cultural influences, changes in the quality of life, etc. demand a fresh look in educational sphere. Undoubtedly a nation's progress and prosperity lies in the hands of its youth. The students prefer those teachers' who have knowledge of the subject matter, maintaining good discipline, getting things done effectively by using latest educational technology for student amount of learning. In every subject practical knowledge should be given along with theoretical knowledge. Classrooms should be converted into high tech rooms having projectors, speakers, microphones etc. In labs sufficient instruments, equipment, reagents should be made available to all students with good on line library facilities etc. There should be hygienic, spacious, well managed canteens having all the items of students' necessity like stationary, phone etc along with other food items. University should prepare the student such that they become good citizen so that when they go out of university, people regard them as humble and good citizen. This can be done by organizing small social camps, old age workshops, senior citizen reward ceremony, celebrations of important days etc.

**Parents' portrait of University of Lucknow**
 For all parents the education of their children is the first priority of their life for which they have several expectations about the quality of education being imparted in the University. University should provide calm and healthy atmosphere to students where academic session should be regularized and teachers, provost and warden should sincerely perform their work. Administrative staff should be well qualified, knowledgeable, cooperative, and having good

communication skills. University should organize camps in villages, cities, and colonies etc where LU student can teach children, can help aged and handicapped people. Admission and examination results should be timely declared. Instead of caste, creed basis reservation should be done on financial status of student.

There should be good library, high tech labs, computer facilities, first aid etc. All essential commodities like food, water, proper sitting arrangement should be provided to students. In order to solve problems of weak and poor students' university should provide tuition facility where seniors or intelligent students should teach and teachers should only supervise them. In university there should be no student politics.

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# PROSPECTIVE TEACHERS' OPINION TOWARDS PURSUANCE OF B.ED. COURSE: AN ANALYSIS OF QUALITY IN TEACHING

*Dr.Sunita Singh

**Abstract:**

*Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time. According to University education commission (1948-1949) "People in this country have been slow to recognize that Education is a profession for which intensive preparation is necessary as it is in any other profession". The teachers learn this art through pre-service teacher education programme. The present paper discusses the opinion of prospective teachers towards pursuing B.Ed. course in respect to their academic discipline, gender and habitat. In order to explore the objective of this study, descriptive survey method (a case study) was used. 200 prospective teachers were taken as sample. The main findings of the investigation are: More than half of sample of female prospective teacher willingly take admission and have positive opinions (teaching is a respectable and good profession) regarding this course. More than eighty percent of female rural humanities and social science group prospective teachers pursue B.Ed. Course due to belief that teaching profession gets respect in the society. Majority of the male prospective teachers accept that they pursue B.Ed. course due to job security followed by parent's compulsion or choice. It was also observed that few percentages of prospective teachers pursue B.Ed. course because they think that it is a best way to utilize their spare time.*

Education has continued to evolve, diversify and extend its reach since the dawn of history. As quality education aims at holistic development of an individual thereby unveiling the inherent potential thus it is imperative to keep improving the quality of education. In the education system the teacher shoulders the responsibility of imparting education to the students. Various education commissions (Mudaliar Com emphasizes on the issue of quality of education. "People in this country have been slow to recognize that Education is a profession for which intensive preparation is necessary as it is in any other profession". This concern was expressed in the University Education Commission (1948-1949).A good teacher should be patient, creative and firm, tolerant, happy to be among young people, be a efficient communicator, hard working and should enjoy imparting knowledge and fuel the fire of enthusiasm for learning. Some individuals have inherent qualities of good teachers and some individuals acquire the appropriate skills through training.

The teachers learn this art through pre-service teacher education course.Pre-service teacher education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspective as well as prepares them in knowledge and skills (Wilke, 2004). Knowledge includes disciplinary content, or subject knowledge and pedagogical content knowledge or knowledge of how to teach, this shape the basis for quality practice. Pedagogical knowledge can be defined as "the content, skills and strategies required for effective teaching" (Sylvia Chong et. al.2012).Pedagogical knowledge is closely associated to teachers' belief that there are factors that influence teachers' attitudes and beliefs toward the implementation of a variety of instructions, models and strategies.

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The study conducted by Murphy, Delli & Edwards (2004) establishes that pre-service teachers will have vivid images of teaching from their past experiences as students. They have preconceived notions about the characteristics of a good teacher. These beliefs are formed early and remain consistent during their grooming as teachers.

## Need & Justification

In India there are several universities and colleges that offer B.Ed. course. Thousands of students take admission and acquire B.Ed. degree every year from various universities and colleges. Pre-service teachers start their education with a wide range of different experiences, opinions, beliefs and conceptions of teaching and learning.  Pre-service teachers also feel that they would be good teachers without any preparation (cited by Sylvia Chong et. al.2012). To ensure the quality of pupil teachers, a teacher eligibility test at central and state level is conducted twice in a year, the qualifying percentage of this test is 60% only. When we go through the results of these tests, it is surprising to discover that less than 10% of teachers qualify this test. The result of these tests raises various questions in the mind and motivates the researcher to find the opinion of pupil teachers' towards B.Ed. course. In this direction some questions such as; 'What made them choose this professional course? Is always the primary question as the goals that were established for quality education has not been met, it raises the question of the motive of the candidates who opt for B. Ed.? Is it really their attitude ,aptitude and interest that directs them  towards this professional course or temptations such as  good salary, low job pressure and job comfort or they opt to be a teacher because their parents want them to? What are the views of the students who undertake B.Ed. training as the profession? To know the answers of these questions, a study was made on B.Ed. students of Banaras Hindu University, Varanasi, India.

### Objectives

To find out the opinion for pursuing B.Ed. course from prospective teachers in respect to their -
   (1) To find out the opinion of prospective teachers for pursuing B.Ed. with respect to academic discipline.

   (2) To find out the opinion of prospective teachers for pursuing B.Ed. with respects gender.

   (3) To find out the opinion of prospective teachers for pursuing B.Ed. with respects habitats.

### Methodology

Descriptive research survey method was used to conduct this study. All the students pursuing B.Ed. course from the research survey Faculty of Education, Banaras Hindu University, Varanasi, India were the subjects of the present study. In this faculty, students were admitted in five groups i.e In present study 100 prospective teachers of Science Group (Mathematics, Life Science and Physical Science) and 100 prospective teachers from Humanities and Social Science Group were taken purposely. A questionnaire was designed for the purpose, has face validity & reliability coefficient is 82.   The researcher contacted the pupil teachers personally and explained importance and purpose of the study.

### Results and discussion

This section deals with the analysis of the data obtained and the interpretations of the findings. The analysis is presented along with each aspect. The interpretations are based on the quantitative as well as qualitative data collected by the researcher. The observations of the researcher have also been incorporated while interpreting the data.

**Opinion of male and female prospective teachers:** In the tool one of the questions is that do you willingly take admission in B.Ed. Program and to become a teacher? 32% of male prospective teachers answered 'yes' and rest of the students opts 'no' as their response .To the same question 50% of the female candidates answered in positive and 45% of them registered their unwillingness for such programs. It is observed that the teaching profession is considered safe and respectful for the girls.  Girls also develop an inclination of mind towards teaching career, which may be strong reason why girls wanted to be a teacher in future while boys have chance to explore multiple avenues. They take interest in various competitive exams and join B.Ed. as an option for job security, and they keep trying for their primary goals even after joining B.Ed. course. This may be a reason that about 68% of the male prospective teachers said that they do not want to become a teacher.

**Table No. 1**

**Opinions of respondents who pursue B.Ed. course willingly and want to become a teacher**

| Gender | Male prospective teachers (in %) | | | | Female prospective teachers (in %) | | | |
|---|---|---|---|---|---|---|---|---|
| Academic discipline | Science | | Humanities and social science | | Science | | Humanities and social science | |
| Habitat | Rural | Urban | Rural | Urban | Rural | Urban | Rural | Urban |
| **Opinions** | | | | | | | | |
| 1.Good profession and Respectable job | 30 | 20 | 30 | 27 | 25 | 25 | 83 | 30 |
| 2.Inspired by family /his or her teacher | 4 | 2 | 2 | 3 | 15 | 6 | 5 | 3 |
| 3.To serve the country | None | None | 2.5 | 2.0 | 3 | 2 | 7 | 4 |

It is observed from the Table (1) that 20% of male candidates from science stream of the urban areas chose B.Ed. course because they considered it a good and respectable profession while 30% of male candidates from science stream admitted that they have chosen B.Ed. course because this profession is held in high esteem in the society. When humanities and social science stream urban and rural male prospective teachers were compared, it was found that 27%of urban male prospective teachers considered it a good profession while 30% of rural male prospective teachers considered it is a respectable job. The percentage of humanities and social science rural male prospective teachers was found better than that of humanities and social sciences stream urban setting male prospective teachers.

No difference was found in the percentage of prospective female teachers of both rural and urban background in the stream of science as 25% candidates in both the categories accepted that they chose B.Ed. course because it is a good profession. A vast difference was found in the percentage of humanities and social science stream urban and rural locale female prospective teachers as 53%. Only 30%humanities and social sciences stream urban female prospective teachers considered it a good profession on the other hand 83 % humanities and social sciences

stream rural female prospective teachers accepted that they opted B.Ed. course because they considered it a respectable job.

**An analysis of prospective teachers and their orientation through inspiration by teachers and parents.**

The above table further reveals that a small percent i.e. 4% of rural and 2% of urban background science prospective male teachers were pursuing B.Ed. course due to inclination of parents or teachers. On the other hand only 2% of rural and 3% of urban social science prospective male teachers show their opinion in this dimension. When female prospective teachers were compared on this basis, it was found that 15% rural and 6% urban background of prospective science teachers have chosen this course because they are motivated by the behavior of their teachers. The data also convinced that more girls pursue B.Ed. course because they believe that teachers are the role model of the society. Researcher also observed that some female prospective teacher pursue this course because their parents or family members belong to teaching community and due to this reason they are self motivated. Generally students are encouraged by the behavior of teacher very easily in their early education and they want to become a teacher in future. A girl namely 'Totto Chan' has narrated in detail in a book namely "A girl at window" that due to influence and observations about her teacher named as 'Kobayashi' she decided to become a teacher in a school where she has studied. Kagan (1992) examined in his studies and found that pre-service teachers enter teacher education programmes with personal beliefs about images of good teachers, imagine themselves as teacher and cherish memories of themselves as students. The study conducted by Murphy, Delli & Edwards (2004) establishes that pre-service teachers will have vivid images of teaching from their past experiences as students. They have preconceived notions about the characteristics of a good teacher. These beliefs are formed early and remain consistent during their grooming as teachers.

**Prospective teachers and service to nation- An Analysis**

None of the prospective male candidates of science background had joined the B.Ed course because they wanted to serve the nation whereas 2.3% rural and 2.6% urban males from humanities & social sciences had the strong intent of serving the nation and hence had joined the B.Ed program. When prospective female teachers were compared, it was found that 3% of the rural and 2% of urban candidates with science background wanted to serve the country in their way and 7% of rural and 4% of the urban background prospective female teachers have chosen it as the means of serving the country. Empirical studies have shown that the pre-service teachers enter into the programme in believing that they imparted their knowledge and shared experiences to others very easily and respectable manner ( Sylvia Chong et. al.2012).

**Table No. 2**
**Opinions of respondents who pursue B.Ed. course not willingly**

| Gender | Male prospective teachers (in %) | | | | Female prospective teachers (in %) | | | |
|---|---|---|---|---|---|---|---|---|
| Academic discipline | Science | | Humanities and social science | | Science | | Humanities and social science | |
| Habitat | Rural | Urban | Rural | Urban | Rural | Urban | Rural | Urban |
| Opinions | | | | | | | | |
| 1.Job security | 34.5 | 58.0 | 57.0 | 58.0 | 57.0 | 42.0 | None | 40 |
| 2. Parents compulsion/choice | 16.5 | 9.0 | 3.5 | 4.0 | None | 25 | None | 17 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3. Spare time utilization | 5 | 9.0 | 2 | 6 | None | None | None | None |
| 4. To study in B.H.U. | 7 | 2 | 3 | None | None | None | 5 | 6 |

When we go through the opinion of science urban and science rural candidates and compare, it was found that 58 % of science urban prospective male teachers select B.Ed. course because they want job security which B.Ed. course may provide them while 34.5% of science rural male prospective teachers admitted that they have joined B.Ed. course because of job security (Table 2). Prospective teachers are most important concern about their future is not being appointed (Guneyb, Aslan 2009).

The difference may be due to the fact that the urban men always strive for higher achievements in their career but keep this professional course as second choice as B.Ed. course renders maximum job opportunities. When arts stream urban students compared with humanities and social sciences stream rural students it was found that 58 % urban students opted B.Ed. course while 57% rural students opted the course for job security.

When science stream urban and science stream rural female prospective teachers were compared it was found that 42% urban female prospective teachers pursuing the B.Ed.course for job security while 57% of science stream rural female prospective teachers prefer the B.Ed. course for job security. The difference establishes the fact that girls in urban area may have other opportunities to explore while girls in rural area have limited opportunities.40% humanities and social sciences stream urban female prospective teachers accepted that they have joined B.Ed. course because of job security.

**How parents influence a candidates' decision in choice of a career- An Analysis**

When science stream urban and rural male prospective teachers were compared it was found that 9% urban prospective teachers opted B.Ed. course because their parents wished them to do so, while 16.5%of science stream rural boys were compelled by parents to opt B.Ed. course. As far humanities and social science group urban male prospective teachers concerned 3.5% of them accepted that they have joined the B.Ed. course because they were forced by their parents.

On the other hand humanities and social science rural setting male prospective teachers revealed that they have joined the B.Ed. course because their parents compelled them.25%Science stream urban female prospective teachers and 17% humanities and social science stream urban background female prospective teachers have joined the B.Ed. course because their parents forced them.

**Utility of time vis a vis choice of career for a candidate- An analysis**

When science stream urban and rural male prospective teachers were compared, it was found that only 5% rural background male prospective teachers pursuing B.Ed. course because they wanted to utilize their free time while 9.2% urban male prospective teachers have taken it better utilization of their spare time. The percentage is very low in case of humanities and social sciences i.e. 2% in rural and 6% in urban. However female prospective teachers of either subject or background have not shown this opinion. This is only the professional course that time period is one year and future prospects of B.Ed. course is good in comparison to other professional courses as it ensures higher  job security, handsome salary in such a short span of time.

**An analysis of candidates and their willingness to pursue academics from Banaras Hindu University**

It is observed from table 2 that some of the students pursuing B.Ed. course only because of their desire to study in Banaras Hindu University. When the male prospective teachers of science background were compared, it was found that 7% rural male prospective teachers and 2% urban Male prospective teachers desire to do the B.Ed. course because they wanted to study in Banaras Hindu University. When students of humanities and social sciences were compared on this ground it was found that 3% urban male prospective teachers used the B.Ed. course as a medium to full-fill their wish to study in Banaras Hindu University. When female prospective teachers were compared it was found that no girl with science background opted the course just because they preferred the university while students with humanity background have shown the interest for the university and 5% of rural and 6% of urban setting female prospective teachers have chosen the course for the same reason.

**Conclusion**

Teaching profession in our country is considered prestigious and respectable. Teachers play a pivotal role in a student's life. He/she is not only expected to develop academic knowledge of students but also to sharpen their skills. So it is a must that a teacher should be worthy and dynamic in order to be effective. The result of the present study show that pre-service teacher's opinion play a pivotal role in the acquisition and interpretation of a knowledge and subsequent teaching methodology and how lack of stringent rules for the candidates who enter the B.Ed. programs and their eventual graduation to the teaching profession has undermined the practice over the years and adversely affected the quality of teachers. To become a teacher of secondary or senior secondary school a qualification in B.Ed. degree is compulsory. After implementation of Right to Education Act – 2009, the requirement of trained and qualified teachers in government as well as private sector schools has increased. The professionals in this field have many benefits like job security and good pay packages. But only temptation can't do miracles. The first and foremost requirement for being a teacher is, 'dedication'. But the candidates investigated have joined the B.Ed. course because of several other reasons like job security or parents wish. Such teacher may teach students but can't inspire them. The picture becomes bleaker when only 32% of the male prospective teachers while 50% female prospective teachers accepted that they want to be a teacher. Perhaps that is why female teachers have always been proved better than male teachers. It was also revealed from the results that more rural background female prospective teachers pursue this course. The reason may be for this difference is girls of rural background think that it is the best career for them. They are not apprised of coaching culture and varied career choices. They think of this profession as very respectful and decent for them. Indian rural society girls are not so much motivated for doing job. Parents are more bothered about the safety and security of girls in comparison to boys. Girls get less accessibility to education in comparison to boys. Some parents do desire that their daughters become independent when they grow up and thus motivate them to opt for this profession..We can easily infer thus that the opinion regarding any professional course/s directly and indirectly influenced the quality and performance of the candidates. Hence, it may be one of the important reasons behind the poor quality of trained teachers.

The result of this study shows that nearly 30% of sample pursuing B.Ed. course due to respectable and good profession. This indicates that in our society teaching is not a demanding profession vis a vis other attractive avenues. During the interaction of Dr. A.P.J. Kalam, Ex.

President of India with students of secondary school in Varanasi district, he asked the students how many of them wanted to become teacher. He was surprised that very few students wanted to become a teacher. It is also observed that students in a very early age decided to become an engineer or doctor or select their career as an I.A.S. or equivalent offices. But very few students like the teaching profession. Researcher also observed that many students who are pursuing B.Ed. courses fail to achieve their first and second preference of their career and spent a lot of years in preparation of such type of examinations. It is their failure in their dreams and aspirations that drives them towards teaching and knowledge dissemination.

The percentage of science rural background male prospective teachers is more than that of science urban setting male prospective teachers who accepted that B.Ed. course is a good profession therefore they are pursuing this course. It may be due to the fact that even today the students of rural background have limited opportunities and hence they chose a profession they are acquainted with, while students in urban areas have many opportunities so they are able to change their choice of vocation at any point of time. A very less percentage of prospective teachers have a tendency to serve the country through this noble career. It may also influence the quality of teacher.

**Suggestions:**

The findings of this study indicate that most of the prospective teachers are not willing to become a teacher. But they are pursuing this course only for job security, utilization of spare time etc while very few students choose this field because it's a respectable job or they want to serve the nation. Hence, there is a need to enhance the function and improve procedure of taking admission in this course. On the basis of present study results researchers submit some suggestions to overcome the problems and challenges in quality teachers. These are as follows:

- There is an urgent need to modify the pattern of B.Ed. entrance test. The number of teaching aptitude based questions must be increased. There is a need to give the space of some subjective type test items as well as interaction is also one of the important components of the entrance of B.Ed. course. This procedure can be helpful to select only those students who are actually willing to complete this course and want to become a teacher.
- Like engineering, medical, law and other courses the duration of B.Ed. course must be increased. Teacher Education courses should be started for students after completing the senior secondary education.
- There should be a provision of campus selection in teacher education course like other professional courses.
- The image and prospects of a teacher should be given a makeover in order to attract more and more people towards it.
- There is a demand to facilitate and psychologically impress the mind of the young generation towards this worthy profession.

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# ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION
# TO THEIR SELF-ESTEEM

**\* Mr. Suresh Kumar**
**\*\*Dr. Sunil Kumar**

## Abstract:

*In this study an attempt has been made to investigate the relationship between Academic Achievement and Self-esteem. The study was carried out on a sample of 800 Adolescents of class $9^{th}$ including government and private secondary schools of Haryana state. Academic Achievement scores were obtained from annual examination of class $8^{th}$ affiliated to board of school education Haryana. Self-esteem inventory developed by M.S. Prasad and G.P.Thakur was used the means, S.Ds, Correlation and 't'test was calculated to fulfill the objectives. The result revealed that there is significant positive relationship between Academic Achievement and Self-esteem of Adolescents on Academic Achievement. There exist no significant difference between low Self-esteem government and private schools Adolescents on Academic Achievement.*

The world is becoming more and more competitive, & quality of academic performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools in general the education system as whole. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their academic achievement. Our self-esteem is very dependent on factors within our environment. It is formed as a result of our years of experiences (especially the early ones). It could be said that one's eyes and ears record the messages they receive from others, especially those most important to them. Because one's unconscious mind accepts all words and emotions as facts no matter how legitimate or based in reality, one's self-esteem is being continuously constructed and reconstructed by what is encountered in the mirror of others verbal and non-verbal messages. In psychology, the term **self-esteem** is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seems as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

## Objectives of the Study

1. To find out the relationship between Academic Achievement and Self-esteem of Adolescents.

2. To find out the difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement.

3. To find out the difference between high Self-esteem government school Adolescents and high Self-esteem private school Adolescents on Acade mic Achievement.

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4. To find out the difference between low Self-esteem government school Adolescents and low Self-esteem private school Adolescents on Academic Achievement.

**Hypothisis of the Study**

1. There is no significant relationship between Academic Achievement and Self-esteem of Adolescents.

2. There is no significant difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement.

3. There is no significant difference between high Self-esteem government school Adolescents and high self-esteem Private school Adolescents on Academic Achievement.

4. There is no significant difference between low self-esteem government school Adolescents and low Self-esteem private school Adolescents on Academic Achievement.

**Sample**

The sample was consisting of 800 subjects of class $9^{th}$ from Haryana including government and private senior secondary schools of Haryana state.

**Tools**

 The following tools were used by the investigator in the present study.

( i) Academic Achievement Scores were obtained from annual examination result of class VIII

　　Students of schools affiliated to Board of School Education, Haryana.

(ii) Self-esteem Inventory developed by Prasad & Thakur.

**Research Method**
Descriptive survey method was used for the study.


**Data Analysis and Interpretation**
**Table 1**

**Relationship Between Academic Achievement and Self-Esteem of Adolescents**

| Variable | Size of the sample (N) | Pearson's correlation coefficient (r) | Level of significance | Result |
|---|---|---|---|---|
| Academic Achievement Vs Self-esteem | 800 | Positive **0 .80\*\*** | 0.01 | Significant |
| **df** = 798 | \* Value of significant at 0.05  level = .088 \*\*  Value of significant at 0.01 level = .115 | | | |

It was revealed from the table 1 that the value of coefficient of correlation between Academic Achievement and Self-esteem of Adolescents was found 0.80 It represents a significant positive relationship between two variables. The obtained coefficient of correlation is found to be significant at 0.01level of significance. It seems fair to interpret that the Academic Achievement

and Self-esteem are positively **related** to each other. Thus the null hypothesis 1, i.e. "There is no significant relationship between Academic Achievement and Self-esteem of Adolescents" is **rejected.** It implies that **significant bond** of correlation exists between these two sets of variables, i.e., Academic Achievement and Self-esteem of Adolescents.

**Table 2**

**Comparison of High Self-Esteem Adolescents and Low Self-Esteem Adolescents on academic Achievement**

| Groups | N | M | S.D | t-Value | Level of significance | Result |
|---|---|---|---|---|---|---|
| **High** Self esteem Adolescents | 205 | 137.68 | 8.59 | **10.60**\* | 0.01 | Significant |
| **Low** Self-esteem Adolescents | 195 | 128.35 | 9.02 | | | |
| **df** = 398             \*Value of significant at 0.05 level=1.97 <br> \*\*Value of significant at 0.01 level =2.59 | | | | | | |

Table 2 reveals that the mean score of **high** Self-esteem Adolescents & **low** Self-esteem Adolescents are 137.68 and 128.35 with S.D 8.59 and 9.02 respectively. The t-value is 10.60 which is significant at 0.01 level. The null hypothesis "There is no significant difference between high Self-esteem Adolescents and low Self-esteem Adolescents on Academic Achievement" is **rejected**. Thus there **exists** a significant difference between **high** Self-esteem Adolescents & **low** Self-esteem Adolescents on Academic Achievement.

**Table 3**

**Comparison of High Self-Esteem Government Schools Adolescents and High Self-Esteem Private Schools Adolescents on Academic Achievement**

| Groups | N | M | S.D | t-Value | Level of significance | Result |
|---|---|---|---|---|---|---|
| **High** Self-esteem **government** schools Adolescent | 99 | 144.65 | 9.63 | 4.35\*\* | 0.01 | Significa |
| **High** Self-esteem **private** schools Adolescents | 98 | 139.52 | 6.78 | | | |
| df =195             \*Value of significant at 0.05 level=1.97 <br> \*\*Value of significant at 0.01 level=2.60 | | | | | | |

Table 3 reveals that the mean scores of **high** Self-esteem **government** schools Adolescents & **high** Self-esteem **private** schools Adolescents are 144.65and 139.52 with S.D 9.63 and 6.78 respectively. The t-value is 4.35 which is significant at 0.01 level. The null hypothesis "There is no significant difference between high Self-esteem governments schools Adolescents and high Self-esteem private schools Adolescents on Academic Achievement" is **rejected**. Thus there **exists** a significant difference between **high** Self-esteem **government** & **private** schools Adolescents on Academic Achievement.

**Table 4**

**Comparison of Low Self-Esteem Government Schools Adolescents and Low Self-Esteem Private Schools Adolescents on Academic Achievement**

| Groups | N | M | S.D | t-Value | Level of significance | Result |
|---|---|---|---|---|---|---|
| **Low** Self-esteem **government** schools Adolescents | 101 | 118.63 | 8.99 | **1.34\*\*** | 0.01 | Not Significant |
| **Low** Self-esteem **private** schools Adolescents | 102 | 120.35 | 9.28 | | | |
| **df** = 201 *Value of significant at 0.05 level=1.97 \*\*Value of significant at 0.01level=2.60 | | | | | | |

Table 4 reveals that the mean score of **low** Self- esteem **government** and **private** schools Adolescents are 118.63 and 120.35 with S.D 8.99 and 9.28 respectively. The t-value is 1.34, which is not significant at 0.01 levels. The null hypothesis "There is no significant difference between low Self-esteem government schools Adolescents and low Self-esteem private schools Adolescents on Academic Achievement" is **retained.** Thus there **exists no** significant difference between **low** Self-esteem **government** and **private** schools Adolescents on Academic Achievement.

**Conclusion**

On the basis of the above findings following conclusions and discussions have been drawn by the investigator:-

There is significant positive relationship between Academic Achievement and Self-esteem of Adolescents. The present study gives direction that there is a **positive relationship** between **Academic Achievement** and **Self-esteem** of 9th. Standard Adolescents of South Haryana in district Rewari, Gurgaon and Mohindergarh where as a study was conducted by Mohan.(1988) that there was a **positive relationship** existed between **Scholastic achievement** and **Self-esteem.**

The mean **high Self-esteem** scores of Adolescents is significantly higher than that of **low self-esteem** Adolescents on Academic Achievement.

The mean **low Self-esteem** scores of **government** schools adolescents is **not significantly** different than that of **low Self-esteem private** schools Adolescents on Academic Achievement.

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# IMPACT OF PEDAGOGICAL PROGRAMME OF SARVA SIKHYA ABHIYAN (SSA) ON DEVELOPMENT OF GIRLS EDUCATION IN ODISHA .

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## Abstract:

*The pedagogical programmes include mastery learning practices, adopting activity based classroom process for quality education improving text book and curriculum, programme for teacher motivation and development competency, adopting contiguous and comprehensive Evaluation, promoting educational research teacher development programme use of computer and audiovisual aids in classroom transaction, in service training progrramme and strengthening teacher education institution etc for quality enhancement of girls education at elementary level. In this paper the authors highlighted the need of pedagogical progrramme and potential benefit on development of girls' education at elementary level. In this connection the investigator has undertaken survey type of study using various tools i.e, questionnaire, interview schedule, observation schedule, information schedule for collection of data. The stratified random sampling method was used. The findings of the study revealed that there was a positive effect of pedagogical interventions on development of girls education, at elementary level. Academic support system, regular monitoring and supervision work, adopting activity based teaching learning process, need based pedagogical*

Education is the principal means of promoting the welfare of the individual and quality of life. Education is the only instrument available for massive socio-economic transformation. Education is an investment on our children to prepare them for the world of tomorrow. Education has an acculturating role to refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit  It is a process of human development for the achievement of a better and higher quality of life. Education is also regards as the richest and highest treasure of man. The future of a nation depends on education, is an indispensable need of mankind. It aims at education the masses to became better citizens and more useful member of the society. Therefore all over the world, education has been viewed as an important instrument for an all-round development of individuals. Education is associated with quality of life related to production and interlinked with promotion of social and national integration.

Researches have shown that education of girls offer a multitude of benefits for girls themselves, their current and future families and their societies. Education is irrefutable that, it improves girls own lives now and also the future. Better educated females marry later and have fewer unwanted pregnancies. Moreover, educated females reduce the infant mortality rate through better childcare. The value of

education is so strong that girls so want to contribute it if they are given the chance. It was found that "girls" access to education creates a better environment for economic growth and that the result is particularly strong for middle income countries. The purpose of providing education to girls is to make them play a positive role in development of the nation. It is evident from the empirical research that educational discrimination against girls hinders the process of rural development.

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Expanding educational opportunity for girls is desirable, for increasing productivity on the farm, grater labour force participation, late marriage, lower fertivity, child health and nutrition. Educationally woman have been shown to be a critical ingredient in breaking the vicious multi generational cycle of poor child health, low educational performance, low income, high fertility and poor child health. Literacy for woman can import knowledge and skill, which enable poor woman to improve their earning potential and address their survival needs.

The Gender Parity Index (GPI) and percentage of girls enrolment to primary and upper primary classes presented for the period 2004-05 to 2007-08 reveal that there is consitent  improvement in the GPI. The average of 35 states and UTS in 2007-08 indicates a GPI of 0.93 in primary and 0.89 in case of enrolment in upper primary classes. The respective figure of GPI in 2006-07 were 0.93 and 0.87 . Further the analysis of state specific GPI in primary enrolment indicates that the index renamed above is 0.95 in 14 states compared to same number of states in the previous year. Manipur and Sikkim have the highest GPI of 0.99 and 0.98 respectively and chandigarh the lowest (0.81). All the states in the north-eastern region also had a very high GPI, in enrolment in primary classes. Rajasthan has the lowest GPI in 2007-08 (0.69 against 0.66 in 2006-07) in upper primary enrolment, which indicates that only 69 girls are enrolled against 100 boys. Over a period of time, girls share in primary and upper primary classes has shown improvement but lower than share of boys enrolment both at primary (48.22%) and upper primary (46.99%) lever of education in 2007-08 (NUEPA 2007-08). The highest share of girls enrolment at primary level is noticed in Meghalays (50.18%), Manipur (49.69%), Kerala (49.62%), Uttarpradesh (49.21%), West Bengal (49.09%) these state also have firstly high percentage of girls enrolment in upper primary classes.

The female literacy rate of odisha is 50.99 which is lower than the national (54.16%). The girls enrolment of odisha at primary level in 2006-07, 2007-08 and 2008- 09  is 47.67%, 48.83% and 48.87% respectively . Like this girls enrolment at upper primary level of odisha in 2006-07, 2007-08, 2008-09 is 46.37%, 47.58% and 47.96% respectively. The gender parity index of odisha in girls enrolment at primary and upper primary level during 2008-09 is 0.96 and 0.93 respectively. The SC girls enrolment rate at primary and upper primary level of odisha is 48.96% and 45.40% respectively. The transition rate from primary to upper primary level girls during 2007-08 of odisha state is 93.88%. the average drop out rate at primary level of girls during 2007-08 is 3.52. the girls student secured 60% and above marks of class IV, V in  2008-09 is 20.79% where the national average is 50.51% similarly the girls child secured 60% and

above marks in class VII, VIII during 2008-09 is 11.64% where as the national average is 43.46 (DISE 200-09, NUEPA).

Improving quality and efficiency at the school/class room level is a major thrust area, since Shiskhya Abhiyan categorically highlights the need to provide education for all. This would be possible through systematic planned intervention in different key area like strengthening of resource groups teacher development, material development, capacity building of key institutions, text book development sharing of good practices, learners evaluation, monitoring and academic support system. This multi pronged strategy aims to improve pedagogy includes. M.L.L based learning practices, use TLM improving textbook and curriculum, adopting activity based teaching, development teacher motivation and competency, adopting continuous and comprehensive evaluation, adopting multi grade classroom strategies, promoting educational research, strengthening research support, teacher development programme, capacity building of SCERT, DIET and other training institution, in service training on pedagogy and content, orientation an RTE and NCF-2005 for teachers, tele conference programme, learners evaluation learning achievement tracking system (LATS), Shishu Prativa Utsav.

## Need and Scope of the study

Girls education as an intervention under SSA is meant to remove the gender gap in enrollment, retention and achievement of girls at elementary level. The major strategies relating to pedagogical programme includes (i) formation of State Resource Group (SRG), District Resource Group (DRG) Block Resource Group (BRG) to planned provide support to enrolment, retention and achievement of girls (ii) emphasis on removal of gender discrimination in classroom and school practice is incorporated in all teacher training programme, training module "RASHMI" developed teleconference on girls education of tribal area, renewal of text book and development and implementation of Jagruti, Unmesh, Udaya, integrated training module for teachers with regard to their capacity building for development quality elementary education. But to know what extent these pedagogical programmes are implemented effectively? How these programmes are managed in districts, blocks and cluster level? What are the facilities available there for the programmes? Are the SSA functionaries and other functionaries managed pedagogical programme, on girls education effectively? What are the strengths and weakness of their programme? These are some issues and questions related to effective implementation and effectiveness of these pedagogical programme to know and understand.These issues relating pedagogical programme of SSA. Is SSA essential for the realization of goal of girls education? Hence the problem of the research study may be stated as below.

**STATEMENT OF THE PROBLEM**

"Impact of pedagogical programmes of SSA on Development of Girls education in Odisha".

## OBJECTIVES

The study was undertaken with the following objectives.

1. To find out the status of pedagogical programmes of SSA implemented for development of girl education a elementary level.
2. To asses the effect of pedagogical programme of SSA on development of girls education.
3. To compare the progress of girls education between tribal and non-tribal district of Odisha.
4. To critically evaluate the strengths and weakness of pedagogical initiatives in relation to development of girls education.
5. To suggest remedial measures for better achievement from pedagogical programme of SSA with regard to girls education.

**Delimitation of the Study**

Owing to constraints of time and resources this study has been delimited in the following way;

i. Two blocks i.e. Keonjhar, Kalahandi, Bhadrak and Cuttack had been selected on the basis of tribal and non tribal district.
ii. Pedagogical programmes of SSA had been included for the study.
iii. The sample included girl children, teachers, parents, community members and resource persons.
iv. The tools/techniques like check lists information schedule, questionnaire, interview schedule, observation schedule had been used for the study.

## SAMPLE

The area for the study included Bhadrak, Kalahandi district of Odisha . The district was selected on the basis of tribal and non-tribal block. Four blocks were selected from two sample district i.e two blocks from each district. Twenty schools were selected random by for the date collection of the study. Out of twenty schools twelve schools were Primary and eight schools were Upper Primary Level Schools. Besides this twenty head teachers, forty teachers, 120 girls, 10 BRCC & CRCC and Resource persons. The Stratified random sampling procedure was used for collection of the data and other information.

## TOOLS USED

The following tools were used for data collection

i.      Questionnaire for head teachers.

ii.     Questionnaire for Resource Person.
iii.      School Information Schedule.  (SIS)
iv.     Interview schedule for teacher SMC members and BRC, CRCC.
v.     FGD for Girls child.
vi.     Class room Observation Schedule. (CBS)


# PROCEDURE OF DATA COLLECTION

After finalization of tools for the study the relevant data and information were collected through Primary and secondary sources. The process of data collection included discussion personal contact interview, referring research, survey report, focus group discussion with the help of prepared questionnaire schedule, statistical techniques used.

The Collected data were analyzed on the basis of objectives of the Study. The Quantitative data were analyzed with the help of percentage and mean analysis.


**Table - 1**

**Status of Pedagogical Programme of SSA in relation to Girls' Education.**

| Sl. No | Pedagogical Interventions | Good | Less Gene | Poor | Total |
|---|---|---|---|---|---|
| 1 | Adopting activity based joyful learning in Classroom Process | 16 ( 80.00 ) | 03 ( 15.00 ) | 01 ( 5.00 ) | 20 100.00 |
| 2 | Proper implementation of NCF 2005, RTE 2009 based curriculum and text book. | 16 ( 80.00 ) | 02 ( 10.00 ) | 02 ( 10.00 ) | 20 100.00 |
| 3 | Organized teacher motivation and competency based teacher development programmes  by SSA | 17 ( 85.00 ) | 02 ( 10.00 ) | 01 ( 05.00 ) | 20 100.00 |
| 4 | Teleconference programme on NCF 2005 , RTE 2009 content subject for teachers CRCCs and BRCCs | 15 ( 75.00 ) | 05 ( 25.00 ) | 02 ( 10.00 ) | 20 100.00 |

| 5 | Adopting continuous and comprehensive evaluation | 14 (70.00) | 5 (25.00) | 03 (15.00) | 20 100.00 |
| 6 | Adopting educational research and follow up action | 12 (60.00) | 4 (20.00) | 03 (15.00) | 20 100.00 |
| 7 | Organised sisu Prativa Utsav, Srujan activities Mina Mancha etc for Girls . | 16 (80.00) | 03 (15.00) | 01 (05.00) | 20 100.00 |
| 8 | Implementation of NEPGEL of KGBV for girls Education | 15 (75.00) | 03 (15.00) | 02 (10.00) | 20 100.00 |
| 9 | Regular undertaken monitoring and supervision work | 15 (75.00) | 03 (15.00) | 02 (2.00) | 20 100.00 |
| 10 | In – Service training programme for teachers on pedagogy | 17 (85.00) | 03 (15.00) | 01 (5.00) | 20 100.00 |

The table (1) reveals that more than 65% schools undertaken pedagogical programme good manner for development of girls education at elementary level. Less than 15% schools organized pedagogical programme in general way. Thus the analysis of table clearly shows the status pedagogical programme in general way. Thus the analysis of table clear by shows the status pedagogical programme of SSA at school level is good.

**Table - 2**

**Effects of Pedagogical programme of SSA on development of Girls' Education.**

| Sl. No | Pedagogical Interventions | No. of respondents said Yes out of 230 | Total |
| --- | --- | --- | --- |
| 1 | Enhancement of Enrolment and Retention rate of girls child | 216 | 93.92 |

| | | | |
|---|---|---|---|
| 2 | Dropout rate of girls has been decreased in each class in different community | 220 | 95.65 |
| 3 | Achievement in curricular and co-curricular activities of girls has been improved | 206 | 89.56 |
| 4 | Activities participation in co –curricular and cultural activity of girls is satisfactory in compression to boys . | 203 | 88.26 |
| 5 | Capacity building teachers in curricular and co-curricular area has been improved. | 184 | 80.00 |
| 6 | Organised child friendly activities in classroom and outside the classroom for girls effectively. | 196 | 80.44 |
| 7 | Conducting monitoring and supervision work Regular basis . | 208 | 90.43 |
| 8 | Mainstreaming out of school girls child to elementary education through awareness and srujan activities. | 210 | 91.31 |

The table (2) clearly reveals that more than 80% respondents opined that interventions of pedagogical programmes of Sarva Shiksha Abhiyan (SSA) has positive effect on promoting quality education among girls.

**Table - 3**

**Compare the effect of Pedagogical Programme in tribal and non tribal area.**

| District | No of School | Mean value | SD | SED | DF | Value | Result |
|---|---|---|---|---|---|---|---|
| Non Tribal | 60 | 421.5 | 59.46 | | | | |
| Tribal | 60 | 402.5 | 56.8 | 10.63 | 118 | 1.78 | Significant |

The table (3) shows the effects of Pedagogical programme as girls education .The calculation of the value is 1.78. The table value of the test at 118 df on 0.05 is 1.98 and 0.01 is 2.62 which is table value of the test is higher than the calculated value. So it is significant. There is a positive impact of Pedagogical programmes on development of girls education at elementary level.

**Table - 4**

**Strengths of Pedagogical programmes of SSA in relation to Girls' Education.**

| Sl. No | Items | No. of respondents out 110 | Percent age% |
|---|---|---|---|
| 1 | Enrolment, retention achievement level of girls child has been enhanced | 102 | 92.72 % |
| 2 | Capacity and competency of teachers on adopting NCF – 2005 and RTE – 2009 based activities in schools have been developed | 105 | 95.45 % |
| 3 | Providing motivatived and remedial measures to girls in tribal area by teachers was satisfactory. | 96 | 87.27 % |
| 4 | Capacity building of teachers to handle girls child is curricular has been enhanced | 92 | 83.63 % |
| 5 | Mainstreaming the out of school girls through child friendly activities of teachers and community. | 98 | 89.09 % |
| 6 | Use of TLM, A.V aids, Computer, T.V. radio were utilized for quality education of girls . | 89 | 80.90 % |

The analysis of the table (4) shows the strengths of pedagogical programmes of SSA with regard to girls' education. The table reveals that pedagogical programme SSA helped to enhanced enrolment, retention and achievement rate of girls, developed capacity building of teachers developed motivational level teachers towards activity based teaching and mainstream act of school girls into elementary education.

**Table - 5**

**Weakness of pedagogical programmes of SSA with regards to development of Girls' Education.**

| Sl. No | Items | No. of respondents 230 | Percentage % |
|---|---|---|---|
| 1 | Poor monitoring and supervision to girls system by SSA authorities | 208 | 90.43 |
| 2 | Lack of suitable team approach in SSA system for development of girls education. | 198 | 86.08 |
| 3 | Lack of proper implantation of pedagogical programmes at school level due to over burded of teachers in academic and non academic activities. | 185 | 80.43 |
| 4 | Absence of qualities and trained teachers in elementary school to complement pedagogical interventions in school activities . | 203 | 88.26 |
| 5 | Defectiveness management system of in services programme at grass root level . | 192 | 83.47 |
| 6 | Resource persons engaged in pedagogical programme were less competent to handle session | 189 | 82.17 |

The table (5) shows weakness of pedagogical programme of SSA in relation to girls education at elementary education. It was revealed that poor monitoring and supervision work pedagogical programme , lack of team effort for development of girls education, poor implementation of pedagogical programme, absence of qualified and trained teacher, defective management system and engagement of less competent recourse person in training programme were the weakness is the pedagogical programme – SSA.

**Table - 6**

**Suggestive Measures for Quality Development of Girls' Education Through Pedagogical Programmes of SSA.**

| Sl. No | Items | No. of respondents | Percentage% |
|---|---|---|---|

| 1 | Regular monitoring and academic support system should be undertaken by a trained resourceful team for on site support to teachers . | 58 | 25.22 |
|---|---|---|---|
| 2 | Activity based learning, joyful teaching and play way method should be followed by teachers to make the classroom process attractive . | 44 | 19.14 |
| 3 | Special care for backward girls supply of supllymentary readers workbook motivating mothers, special hostel facilities and remedial coaching should be provided through SSA and NGOs . | 53 | 23.04 |
| 4 | Pedagogical training module and supplementation of training should based on guiding principal of NCF – 2005 and RTE – 2009 | 20 | 8.69 |
| 5 | Responsibility and accountability should be fixed on headmaster , teachers , CRCC , BRCC for poor result and performance of girls . | 25 | 10.87 |
| 6 | Infrastructural facilities , hostel , library , T.V , aids , compute , vehicle for supervision should be provided to tribal area of Odisha . | 30 | 13.04 |
| **TOTAL** | | **230** | **100.00** |

The table (6) indicates that there is a need of regular monitoring and academic support system at district level, adopt activity and joyful learning in classroom process, special care for girls. Preparation of training module on the basis of NCF – 2005 and RTE 2009 fixation of responsibility accountability on teacher and provision of good infrastructure facility in school for development of girls' education.

## FINDINGS

- ❖ More than 50 % pedagogy related activation , such as activity based classroom process, activities undertaken basing on NCF – 2005 and RTE – 2009 at elementary education level, teacher motivational programme, in – service training programme, Teleconferencing, undertaken educational research adopted continuous comprehensive evaluation process monitoring and supervision work were satisfactory.
- ❖ There was a positive effect of Pedagogical programmes of SSA on girl's education in Odisha.

- ❖ Status of girl's education in primary and upper primary level was good with regard to enrolment, retention and achievement level of girls child in both tribal and non tribal districts of Odisha.
- ❖ The test analysis revealed that pedagogical programme of SSA had a significant effect on development of girl's education at elementary level.
- ❖ More than 80% respondents opined that pedagogical programme helped to enhance enrolment, retention and achievement rate of girls, develop teachers, competency, motivate teachers to adopt activity based joyful learning and main streaming drop out girls child from primary to upper primary level.
- ❖ More than 80 % respondent opined that poor monitoring and supervision system lack of suitable team approach in SSA, lack of proper implementation of SSA based pedagogical programme poor quality teachers and less competent resource person were the weak areas of SSA programme in relation to girls education in Odisha.
- ❖ There is a need of regular monitoring academic support t teachers adopt activity based Joyful learning classroom process, special provision and care to girls, organization of

  NCF-2005 & RTE based training programme development of infrastructure facilities and

  fixation of responsibility and accountability on teachers for better improvement of girls

  education in both tribal and non-tribal area of Odisha.

## EDUCATIONAL IMPLICATION

The findings of the present research study will aware about the effectiveness of pedagogical intervention of SSA an development of girls education and to take appropriate steps for its effective implementation for better girls' education at elementary level . It will also help teachers SSA authorities to. undertake monitoring and academic support system to teacher for useful implementation of pedagogical programmes in tribal area and non- tribal area of Odisha.

## DISCUSSION OF THE RESULT

Findings of the study reveal that pedagogical initiatives and interventions of Sarva Shikshya Abhiyan (SSA) has positive effects impacts on development of girl's education in both tribal and non-tribal district of Odisha. Status of girls' education in non tribal district was better than tribal district of Odisha, Development of girls education of general category students was higher in comparison to SC and ST categories girls child. Pedagogical training should be need based and implemented strictly in rural area of the Odisha. Monitoring and supervision system should be regular for academic support not only administrative support with the help of Samikshya format .

## Suggestions:

Monitoring and academic support system should be strengthened to make the pedagogical programme more effective for development of girls education.

Activity based joyful learning process should be followed in classroom transaction.

- Special Physical care to supply of supplementary readers, work book, motivating mothers special hostel facility and remedial coaching should be provided through government and NGO .
- Pedagogical training module and implementation of training programme should be based on guiding principles of NCF – 2005 and RTE – 2009.
- Responsibility and accountability should be fixed on Head Master, BRCC, CRCC, Resource Person and Teacher for poor achievement of girls' education.
- Child friendly environment in school , hostel , library , T.V. , audio visual aids , Computer facility should be available in school for better learning process and higher achievement.
- Personal engaged pedagogical as resource person training programme should be competent and higher qualification from participants.

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# PARENTAL ATTITUDE TOWARDS EDUCATION AND LEVEL OF ASPIRATION OF THEIR CHILDREN: A STUDY OF SCHEDULED CASTES AND SCHEDULED TRIBES

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## Abstract:

*This paper attempts to find out the difference between parental attitude towards education among scheduled castes and scheduled tribes families. Further it also intended to explore relationship between parental aspiration and level of aspiration of children. A Sample of 454 scheduled castes and 136 scheduled tribes' families was selected through quota sampling techniques from Uttarakhand. Children level of aspiration was measured by a scale standardized by Dr. Bhargava and attitude towards education was measured by scale developed by Dr. Chopra. Further a self constructed scale on Parents' Aspiration about Child's Career was used to measure parental aspiration for their children education. Data were analyzed by using t-test and Pearson coefficient of correlation. The finding revealed that both the scheduled castes and scheduled tribes families parents perceived almost equal parental attitude for their children education and career. Further the findings also revealed that among scheduled castes families the coefficient of correlation on the above said parameters was found negative but significant On the other hand coefficient of correlation on the above said parameters and number of time goal reach score was found positive .*

In the traditional caste-based structure of the Indian society which is segmented in four folds placing the 'Brahmins' at the top and the 'Sudras' at the bottom beyond the boundary of individual achievements and aspirations. Benefits and burdens of society are shared by groups on the basis of their family and caste lines. This has created two definite groups, the privileged, born in upper classes and the underprivileged, born in lower classes. Absence of education and lack of awareness forced the lower classes to work as manual laborers and remain powerless and unorganized and the privileged gained more and more power due to their higher status. Various measures have been tried to bridge this gap over the years. Since independence, the structure of constitutional democracy has opened up various new avenues, making it possible for underprivileged to move up in the socio-economic ladder. The constitutional safeguards and protection as well as better educational and economic facilities act as motivating factors for upward social mobility, these safeguards made it possible for members of the scheduled castes and scheduled tribes to be at par with non-scheduled population and enabled them to enter into mainstream of national life. Still from several decades it is observed that low achievement among scheduled castes and scheduled tribes children has been one of the serious educational problems faced by India. The education does not avail so easily by scheduled castes and scheduled tribes children because of various problems that they encounter the reviews which are although in brief throw light on the impeding factors as well as the enabling factors responsible for the low achievements among scheduled castes and scheduled tribes children.

Ahhluwallia (1985) has outlined the main determining factors for the educational achievement of the children. These are parents' education, economic status and size of the family. Panda (1982) studied the Scheduled Caste and Scheduled Tribe communities of

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Cuttack, Puri and Dhenkanal districts of Orissa, concluded that these children coming from the impoverished home environment. One major finding of the study is that home conditions and illiteracy of the parents adversely affect the achievement of the students. Devi, (1985 ;) Rao, (1997) also opine that home environment blocks the achievement of Scheduled Caste children in the school. Chinnapan (1987) examined that the parental occupational level and educational attainment of children are closely associated. Besides, family environment holds an important position for the educational attainment of the child. Sabnis and Mahurkar (1985) Agrawal, (1985) found that the education of a particular child in the birth order is also foregone in order to compensate for the household chores or for looking after the siblings so that the parents can earn their livelihood which is their major priority compared to schooling thus there is still need to work for the better attainment of education among scheduled groups.

Bynner (2000) Parents are the most important influence on children level of aspiration parents act as both providers of experiences for their children and interpreters of children's everyday reality and determine the economic and social resources available to their children. Parents play a significant role in the aspirations and career goal development of their children. Without parental approval or support, students and young adults are often explored diverse career possibilities.

### Need and Significance of the Study

The investigator was intended to investigate parental attitude towards education among different underprivileged groups. Parents plays pivotal role in the life of children during and after the education therefore the investigator also intended to find out the relationship between parental aspiration and level of aspiration of their children The majority of researches indicate (Alexander, Entwisle, and Bedinger, 1994; Jameson, Egeland, & Teo, 1999; Kohn, 1963; Luster, Rhoades, & Haas, 1989; Halle et al. 1997) the positive impact of parental attitude on children education. However, some other studies (Klebanov et al. 1994; Likewise, Smith et al. 1997; Corwyn and Bradley , 2002) reported that parents educational attitude found less effective than parent-child relationship, support, involvement and expectation in less developed countries. These controversial findings raise question about the influence of parental attitude in their children education. Earlier studies had revealed various variable related to parental aspiration but the work on influence of ethnicity and race on parental attitude is uncovered till now hence it is a need to carry out the work on influence of ethnicity and race on parental attitude towards education therefore, this work shed light on the issues are there inequality in education between different regions, between different social groups and how parents attitude influence level of aspiration of children the work will helpful to define the difference between parental attitude of different social groups in addition the study attempts to re-look at the traditional role of parents in providing the support to their children education and to investigate parents' attitude about sending their children to get education.

### Objectives

1) To study the difference in parental attitude towards education between scheduled castes and scheduled tribes families
2) To find out the relationship between parental aspiration and level of aspiration of children among scheduled castes

3) To find out the relationship between parental aspiration and level of aspiration of children among scheduled tribes families.

## Hypotheses

1) There is no significant difference in the parental attitude towards education among  scheduled castes and scheduled tribes families
2) There is no significant relationship between parental aspiration level and aspiration level of children of scheduled castes families.
3) There is no significant relationship between parental aspiration level and aspiration level of children of scheduled tribes families

## Methodology

In the present study investigator has intended to explore the present conditions and status of the scheduled families regarding parental attitude, parental aspiration and level of aspiration of children therefore descriptive survey method was used.

## Sample

In the present study the division of sample is based on the scheduled cast and scheduled tribe families, six district  from Uttarakhand state of India namely Chamoli, Dehradoon, Haridwar, Nainital, Bageshwar, Pithoraghar were selected through quota sampling technique. The sample size of study was consists of 600 families out of which 464 from scheduled cast and 136 from scheduled tribe families.

## Tools Used

In order to collect data following tools were used.
1. Level of Aspiration Measure by Dr. Bhargava (2008) was used to measure children aspiration level.
2. Attitude Scale Towards Education by Dr. Chopra (2006) was used to measure families attitude toward education.
3. Self constructed tool was used to measure Parental Aspiration About Child's Career.

## Statistical Technique

 Keeping in view the different objectives of the study, the obtain data were analyze by using different statistical techniques as t-test, Pearson Coefficient of Correlation.

### Analysis of Data and Results

### H0-1 Parental attitude towards Education of Scheduled Castes and Scheduled Tribes Families

In order to study the significance of difference in parental attitude towards education of scheduled caste and scheduled tribes families' data was analyzed by using t-test and the analysis of the data is given below in table-1:

**Table-1**

**Showing Difference in Parent's attitude towards Education of Scheduled Castes and Scheduled Tribes**

| Sr. No. | Families | N | MEAN | S.D. | t-Value | Result |
|---------|----------|---|------|------|---------|--------|
| 1 | Scheduled castes | 136 | 126.43 | 22.85 | 0.75 | Not |
| 2 | Scheduled tribes | 136 | 127.46 | 14.44 | | Significant |

The calculated value of 't' with df 136 come out to be 0.75, which is less than the table value (1.97) even at the 0.05 level of significance. Hence, the null hypothesis no (1) that "There is no significant difference in the parental attitude towards education among scheduled castes and scheduled tribes families" was accepted. Therefore, it may be interpreted that scheduled castes and scheduled tribes families parental attitude towards education does not differ significantly. The finding revealed that the both groups have same parents attitude towards education for their children. This indicates that the level of awareness, similar living conditions, and uniform local facilities might be responsible for this similarity in parental aspiration among scheduled castes among scheduled tribes families. The same results were seen in Samal's study (2012) that tribal and non tribal parents perceived equal attitude towards education.

**H0-2 Relationship between parental aspiration and level of aspiration of children of scheduled castes.**

In order to study the relationship between parental aspiration and level of aspiration of scheduled castes data was analyzed by using Pearson's Coefficient of Correlation. The analysis of data is given in Table-3

**Table-3**

**Relationship between parental aspiration and level of aspiration of children of Scheduled Castes**

| Variable | Number Of families | Mean score | Coefficient of Correlation (r) |
|----------|--------------------|------------|--------------------------------|
| Goal Discrepancy Score | | 3.93 | 0.068 |
| Attainment Discrepancy Score | 463 | 3.48 | 0.020 |
| Number of Time Goal Reach Score | | 3.64 | 0.033 |

The coefficient of correlation between parental aspiration with goal discrepancy, attainment discrepancy score, and number of time goal reach score of children of scheduled castes families with df, 463 is respectively 0.068, 0.020, 0.033 which is less than table value (0.098) at 0.05 level of significant. In the light of this the hypothesis no, 3 "There is no significant relationship between parental aspiration and level of aspiration of children of scheduled castes families" was 'accepted'. Hence, It was revealed that there is no relationship between parental aspiration and children level of aspiration. It may be due to reason that parents are well aware about education and try to aspired children but at the part of children they are poor to attain their prefixed goals.

**H0-3 Relationship between Parental aspiration and Levelofaspiration of Children of Scheduled Tribes**

In order to study the relationship between parental aspiration and level of aspiration of scheduled tribe's data was analyzed by using Pearson's Coefficient of Correlation. The analysis of data is given in table-4

**Table-4**

**Relationship between Parental aspiration and Level of aspiration of Children of Scheduled Tribes.**

| Variable | Number df | Mean score | Coefficient of Correlation (r) |
|---|---|---|---|
| Goal Discrepancy Score | | 4.66 | -0.135 |
| Attainment Discrepancy Score | 136 | 4.07 | 0.098 |
| Number Of Time Goal Reach Score | | 2.74 | 0.034 |

The coefficient of correlation between parental aspiration with goal discrepancy, attainment discrepancy score, and number of time goal reach score of children of scheduled castes families with df, 136 is respectively -0.135, 0.098, the goal discrepancy score is negative significant but attainment discrepancy scores and number of time goal reach scores which is positive and less than table value (0.159) at 0.05 level of significant. It means that there is negative (very low) relationship between parental aspiration and goal discrepancy score of scheduled tribes. On the other hand for attainment discrepancy score and number of times goal reach score are positively related with parental aspiration In the light of this the null hypothesis no. 4, "There is no significant relationship between parental aspiration and level of aspiration of scheduled tribes families" was 'accepted'. It may be revealed that in which  families parents are highly involve in children education are good enough to set their goal. it was revealed from findings that where parents are positively involved with children, have high confidence level to set their goal. But in case of attainment discrepancy scores and number of time goal reach scores there is very slight relationship with parental aspiration it means parents try to aspire children but on the part of children they are poor to attain their prefixed goals.

**Major Findings of the Study**

The results indicate that, there is no significant difference between the parental attitude towards education among scheduled castes and scheduled tribes families. It might be due to reason that the level of awareness, similar living conditions, and uniform local facilities might be responsible for this similarity in parents attitude towards education among scheduled castes among scheduled tribes families or might be their parents considered education as a mean of socio-economic development.

Among scheduled castes families the coefficient of correlation between parental aspiration, goal discrepancy score, attainment discrepancy scores and number of time goal reach score was found positive which revealed that there is relationship between parental aspiration, goal discrepancy score, attainment discrepancy score and number of time goal reach score of scheduled castes families. It was concluded that parental aspiration has impact on children aspiration to attain goal. On the part of children there is a wide gap in formation of goals   and also attainment of goals.

Among scheduled tribe families the coefficient of correlation between parental aspiration and goal discrepancy scores was found negative but significant which indicates that there is no relationship between parental aspiration and goal discrepancy score of scheduled castes families. It was concluded that in which families, parents are highly involved in children education are help children good enough to set their goal and because of parental positive support children have high confidence level to set their goal. On the other hand coefficient of correlation between parental aspiration, attainment discrepancy scores and number of time goal reach score was found positive which revealed that there is a relationship between parental aspiration, attainment discrepancy score and number of time goal reach score of scheduled tribe families. It may be concluded that parental aspiration has direct impact on children aspiration to attain goal.

## Educational Implications:-

- This work will provide us some of the ways of handling education problems of scheduled castes and scheduled tribes population of the state as chosen for the study.
- This work will shed light on the attitude and aspiration of parents towards education and career of their children and further provide information about parents' awareness towards education among different social groups of the state.

## Suggestion for further Research:-

- This work mainly focus on scheduled castes and scheduled tribes population of state-Uttarakhand. Further studies can be conducted on overall population of the state it will become helpful for state to get overall knowledge about educational status of peoples.
- This work was conducted on Uttarakhand population, Further comparative study can be done within two states like: Uttarakhand and Uttar Pradesh.

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# GENDER DISPARITIES IN ENROLMENT AT HIGHER EDUCATION LEVEL
*Dr. Shalini Singh

## Abstract:

*Today, in the era of globalization we are stating that man and woman are equal in all respects of life. According to Right to education act every child under the age 7 to 14 years whether it is girl or boy has right to get free and compulsory primary education. But really the picture is actually different at all the three stages, Primary, Secondary & Higher. Over past six decades India has taken long strides in promoting higher education. Large–scale expansion of higher education has taken place at the aggregate level. (477) four hundreds seventy seven University- level institutions and 20,677 colleges were established. During the year 2006-07, the enrolment in higher education was estimated to be over 14 million. But still there were found gender disparities in higher education level and enrolment percentage of females is lesser than males in all respects. In this connection, yet another question arises; what is the position of women and girls coming from different social groups? As would be expected, gender differences in terms of enrolment ratios persist across economic -------caste-groups So, now-a-days the pertinent issue is that, is there any kind of gender bias higher education level? And what is the position of females in different population groups to make them at uniform or equal level? This study focuses upon gender disparities at higher education level and schemes for religious, caste regional and gender equality*

The policies on higher education in India in the post independence period have been regularly reviewed in order to make it compatible with the aspirations of the people and to keep it in consonance with the changing needs of rapidly transforming economy, and young democracy. The independent India had inherited the structures of an educational system which were inadequate to create human resources required for the self reliant socio- economic development. The review of the system was essential in order to remove the infirmities of the inherited structures. This includes first attempt in the form of Radhakrishnan Commission Report (1948-49), which was followed by equally comprehensive Kothari Commission Report (1964-66).These two reports particularly, Kothari Commission Report form the base for New Education policy (1986) and Programme of action (1992).The 1986 New Education policyand1992 Programme of action has governed our policy for the development of higher education and paved the way to new and bold initiatives in higher education in the forthcoming decades. Ex Prime Minister Dr. Manmohan, termed Eleventh year plan as "Education plan" and described it as "Second Wave" in the development of higher education. The second wave in development of higher education is reflected in setting the target 15% of enrolment rate, up from 10%by the end of tenth five year plan. It is an ambiguous target because we have achieved only 1%in 1950 to 10%in 2006 in enrolment rate and now, a half of that, i.e.5% has to be achieved in only five year period of eleventh plan. India has taken long strides in expanding higher education over the preceding decades. Many regions and many segments of population appear to be left out, providing clinching evidence of disparities and imbalances which need to be corrected as soon as possible. Some prominent disparities are rural-urban, inter- state, inter -religious, inter- caste,

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occupational, poor-non poor and gender. This study is confined only three kinds of disparities inter- state, inter -religious, inter- caste to define gender disparities among these groups.

# (1)Inter -religious group disparities:

India is a country which has so much diversity at religious level. Mainly there are four religious groups- Hindu, Muslim, Christian and Sikh. These inter- group differences further stand about when examined for gender disparity. In all the four religious groups, females are found trailing behind men. The research paper is confined only to gender bias in higher education. It is pertinent to note that the Gross enrolment ratio for girls is just 9.11% as compared to 12.42% for boys and it is very low for the females belonging to lower caste groups and some social groups particularly the muslims.

**Table 1**

**Percentage of Inter –religious gender disparities in enrolment**

| S.NO. | RELIGIOUS GROUPS | FEMALE (%) | MALE (%) |
|-------|------------------|------------|----------|
| 1.    | Hindu            | 9.32       | 13.07    |
| 2.    | Muslim           | 5.81       | 7.77     |
| 3.    | Christian        | 16.02      | 17.21    |
| 4.    | Sikh             | 12.25      | 18.09    |

**Figure 1**

**Showing percentage of Inter –religious gender disparities in enrolment**
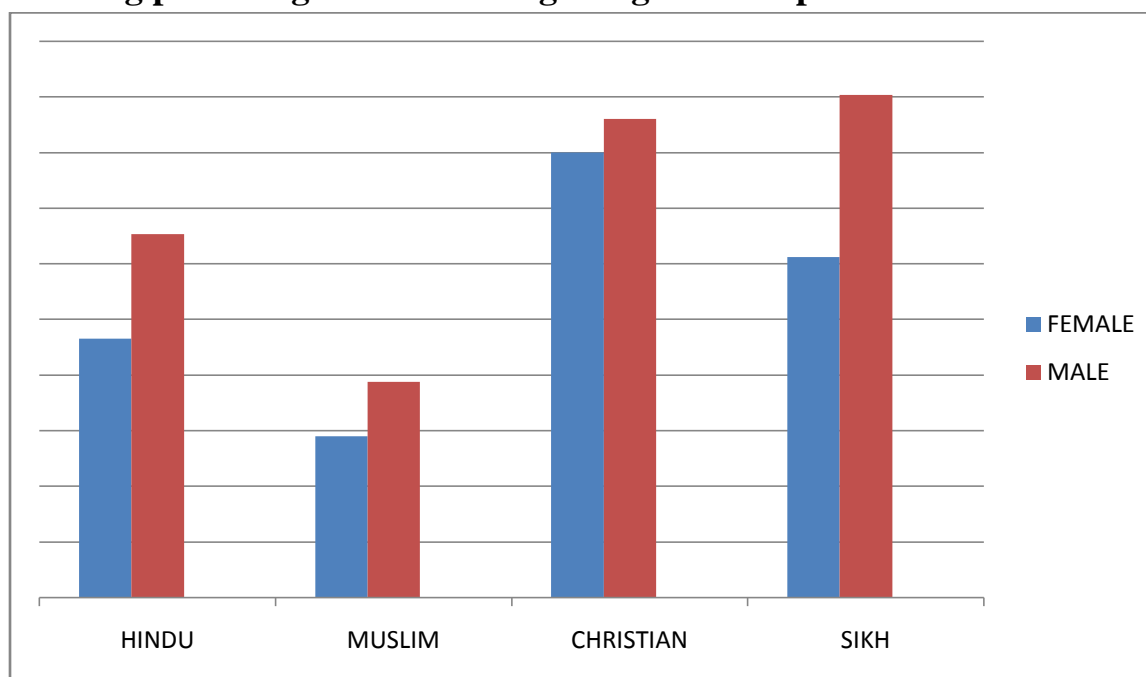


**Interpretation**

The table shows that in Hindu religion male and female enrolment percentage in higher education is13.07 & 9.32, in Muslim religion male and female enrolment percentage in higher education is7.07 & 5.81, in Christian religion male and female enrolment percentage in higher education is17.21 & 16.02 and in Sikh religion male and female enrolment percentage in higher education is18.09 & 12.25.The graph shows that except among Christians, male and female differences are highly pronounced. Thus it can be interpreted that perhaps in the household's education or schooling of girl-children is given a second priority. This kind of lower female representation is likely to be drag on the growth of higher education in the country.

## (2)Inter-state Disparities

India is a vast country having about28 states and 07    union territories as well. Each state has its own cultural heritage and difference in literacy ratio. There are about 8 states where the enrolment percentage of female is less than 40% in higher education. A list of such 8 states is as follows:

**Table 2**

**State- wise Percentage of female and male enrolment**

| S. No. | STATES | FEMALE ENROLMENT (%) | MALE ENROLMENT (%) |
|--------|--------|----------------------|--------------------|
| 1. | Rajasthan | 36.5 | 63.5 |
| 2. | Madhya Pradesh | 38 | 62 |
| 3. | Bihar | 30 | 70 |
| 4. | Chhattisgarh | 35 | 65 |
| 5. | Jharkhand | 34 | 66 |
| 6. | Lakshadweep | 34 | 66 |
| 7. | Uttar Pradesh | 37 | 63 |
| 8. | West Bengal | 39.1 | 59.9 |

**Figure2**
**Showing the Enrolment Percentage of Male and Female among Eight States.**
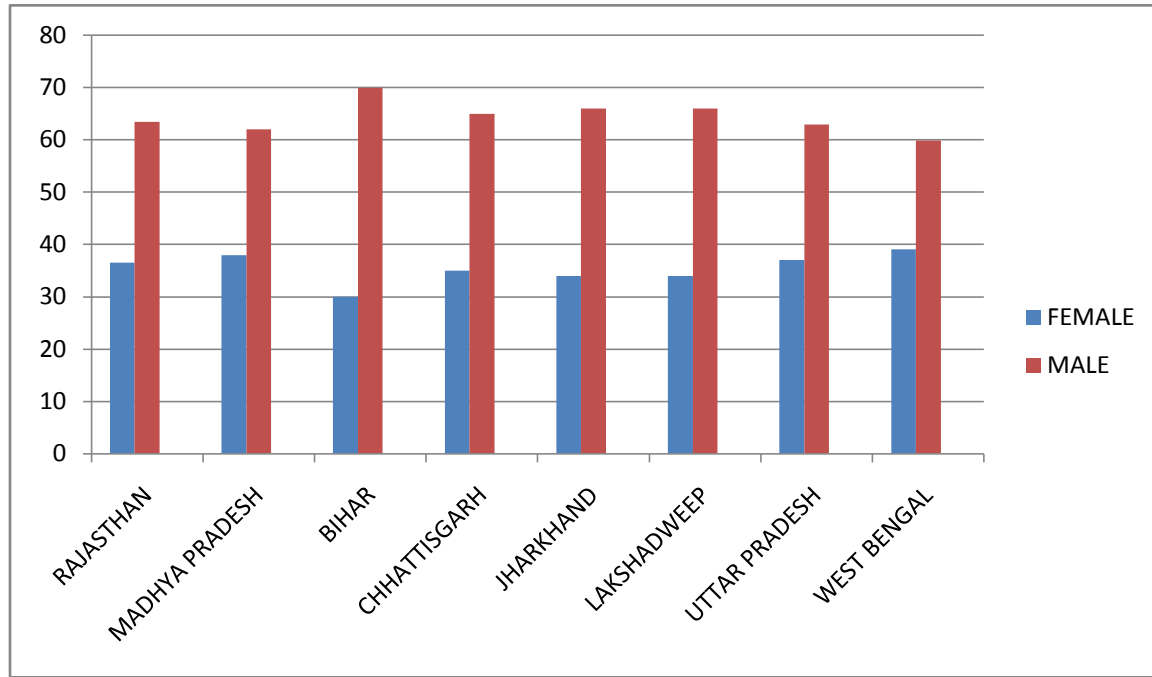
## Interpretation

The table shows the enrolment percentage of female and male in Rajasthan 36.5 & 63.5, Madhya Pradesh 38&62, Bihar 30&70, Chhattisgarh35&65 Lakshadweep 34 & 66, Uttar Pradesh 37&63, Jharkhand 34&66 and West Bengal is 39.1& 59.9respectively. The graph shows that the gender disparity is spread all the above mentioned states. The highest gender disparity and lowest female enrolment percentage is found in Bihar state and the lowest gender disparity and highest female enrolment percentage is found in West Bengal state.

## (3) Inter-caste Disparities

India is a country having diversity in castes, creeds and religions. Indian societies are divided mainly into two categories- general and reserved. Here in this research paper researcher has taken upper castes whether they are minorities or not as general category and Scheduled castes scheduled tribes, other backward classes as reserved categories declared in Indian constitution.

**Table 3**

**Showing the enrolment percentage of male and female among different categories**

| S.No. | CATEGORIES | FEMALE (%) | MALE (%) |
|-------|------------|------------|----------|
| 1. | Scheduled Tribes | 6.26 | 6.57 |
| 2. | Scheduled Castes | 6.17 | 6.52 |
| 3. | Other Backward classes | 8.13 | 8.77 |
| 4. | Upper classes(others) | 16.26 | 17.22 |

**Figure3**

**Showing the Enrolment Percentage of Male and Female among Different Categories**
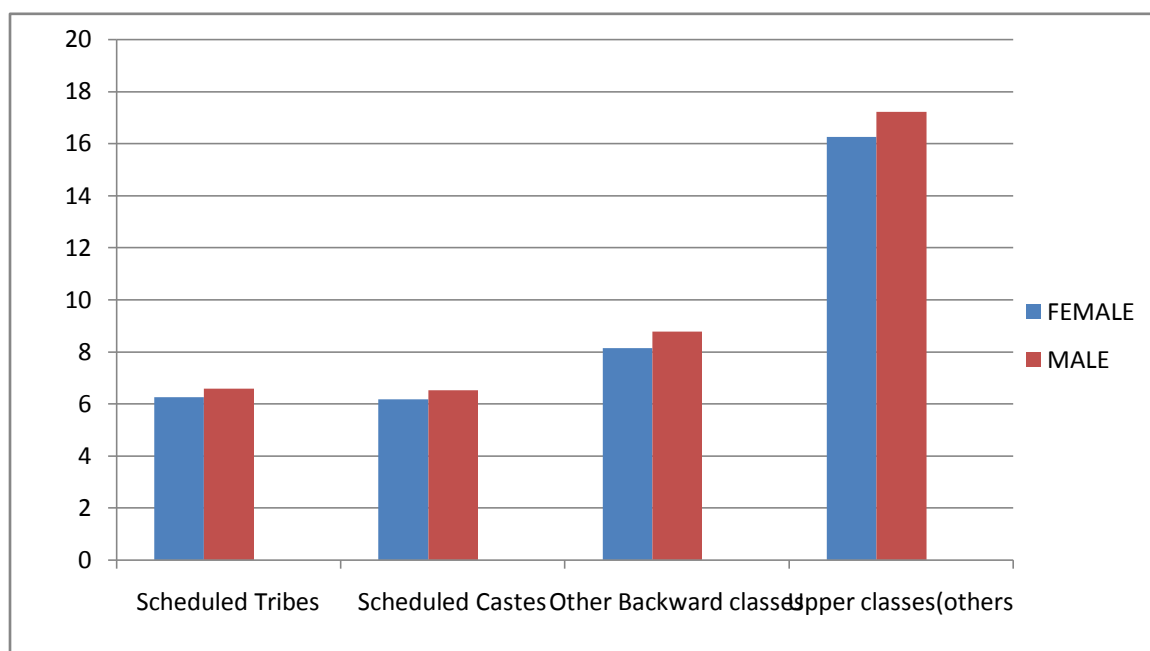


## Interpretation

The table shows the enrolment percentage of female and male in scheduled tribes is 6.26& 6.57, in scheduled castes is 6.17& 6.52, in other backward classes is 8.13&8.77 and upper castes(others) is16.26& 17.22. The figure shows that in scheduled castes percentage of female enrolment is lowest although in scheduled tribes percentage of female enrolment is slightly higher than scheduled castes, in other backward classes percentage of female enrolment is lesser than upper castes .Although position of female and male enrolment of upper castes is not good yet it is better than reserved categories. Overall we can say that reserved categories are needed to enhance enrolment percentage by government schemes.

## Conclusion

The evidences like table and figures thus recurrent that the share of the social groups occupying lower rungs of the caste –hierarchy. It is also lower in higher education, in spite of much – publicised policies and programmes meant to educationally bring them up. Ordinarily Hindu religious-group is associated with caste system, but other religious groups in India (e.g. Muslim, Christian, Sikh, etc.) have not remained insolated from the pervasive influence of caste system .This is particularly true with those who opted for conversion or change of religion. The clear picture of the status of female enrolment ratio at higher education level in eight states of India has been presented. Thus, it can be concluded that while the enrolment of women and girls in degree and   higher programmes is distinctly lower across all caste-groups. It is disquietingly low among Scheduled Castes, followed by Scheduled Tribes and Other Backward Classes. A closer look at graphical diagram shows that women and girls coming from OBC face, as compared with

men, somewhat larger exclusion. To eradicate gender bias or disparity the Government of India has started several Govt. Welfare scheme for gender biasness:-

Scheme for development of women's studies in Indian Universities and Colleges

Scheme for establishment of Scheduled tribes and Scheduled castes cells in Universities

Scheme for coaching for Scheduled tribes / Scheduled castes/OBC/Minorities

Equal opportunity cells EOC)

Scheme for Remedial Coaching Classes at UG/PG level for minority students

Rajiv Gandhi National Fellowships for SC/ST

Scheme for women hostels for Colleges

Scheme for capacity building of women Managers in higher education

Post doctoral fellowship for women

Post Graduate Indira Gandhi Scholarship Scheme for single girl child

Part time Research Associate-ship for Women

Maulana Azad National Fellowship for girl students from Minority Communities:

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# LEADERSHIP BEHAVIOR AMONG SENIOR SECONDARY SCHOOL STUDENTS   IN RELATION TO THEIR PARENTAL ENCOURAGEMENT

**\*Jyoti Bhalla**

## Abstract:

*The purpose of present study was to investigate the leadership behavior of senior secondary school students in relation to their parental encouragement.  Data was collected from a sample of 200 senior secondary school students of rural and urban areas of Udhampur district of jammu and Kashmir. Standardized Leadership Behavior Scale by prof. Asha Hinger and Parental Encouragement Scale by Aggarwal were used as tools for assessing leadership behavior and parental encouragement respectively. Data was analyzed by using Karl Pearson coefficient of correlation t-test and linear regression technique. The main findings of the study were that there exists significant difference in the leadership behavior of rural and urban students, there exists a significant difference in parental encouragement of rural and urban students, there exists no significant difference in leadership behavior of boys and girls students, there exist no significant difference in parental encouragement of boys and girls students, there is positive correlation between leadership behavior and parental encouragement and parental encouragement was a significant predictor of leadership behavior.*

Leadership is a process whereby an individual influence a group directs the organization in a way that makes it more cohesive for individuals to achieve a common goal. Leadership is a process by which a person influences others to accomplish some common interests and behaving in a manner directed and determined by him/her. Tannin bums & Wechsler states leadership as interpersonal influences exercised in a situation and directed towards the attainment of a specialized goals. Leadership behavior is a function of the leader, group acting together in various undersigned combination. Solly (2003) highlights enthusiasm, passion, inspiration and advocacy as leadership qualities. Whalley (2005) emphasises influence rather than authority as an important element of leadership. Leadership is "an attempt to affect the behaviour of others in a group without using the coercive form of power.

A leader is expected to act as an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning and evaluating techniques directed towards improvement of instructions in all areas and at all levels. Deblois (2000) explained that good leadership depends upon talent and commitment of the individual. Bernard asserted that leadership occurs when one group member modifies the motivation or competences of others on the group. Different people require different style of leadership .A person who lacks motivation requires a different approach than the one with a high degree of motivation. A leader must use his/ her judgement to decide the best course of action.

 Leadership style is the manner and approach of providing directions, implementing plans and motivating people. Different leadership styles are the characteristics that critically define the leaders in an organization. There are a number of different approaches or 'styles' to leadership that are based on different assumptions and theories.

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The style that individuals use will be based on a combination of their beliefs, values and preferences, as well the organizational culture and norms, which would encourage some styles and discourage others. More specifically, dimensions of leadership style depict the way in which a leader attempts to influence the behaviour of subordinates, makes decisions regarding the direction of the group and maintains his or her balance between the goal attainment function and maintenance function of the group. Stodgill (1948) defined leadership as "the process of influencing the activities of an organized group towards goal setting and goal accomplishment".

A psychological environment in which parents child relationship groom itself is very important for the proper development of the child and for the existence of cordial relationship which establishes a proper understanding and good development bonds between them. The effect of parents child relationship is noticed in all walks of life of a child his thinking, process, attitude, styles of socialization adopted value, personality characteristics and behavioral peculiarities. Parental encouragement plays a crucial role for child in cognitive development, fostering many potentialities and shaping personality of the child, effective parental encouragement is required for children for helping them to choose the occupation, to develop self- esteem and self-confidence and to help them to succeed in every walk of life. Kohl et al. (2000) found that parental education was positively related with parent-teacher contacts, the more educated were the parents, the greater was their encouragement in their child's education, better was the educational achievement of their children.

Parental encouragement is considered as a very important determinant in shaping and developing balanced personality of the children. Parental encouragement is one of the aspects of parent's treatment patterns. In encouragement, the parents help the child, guide him and coax him so that they may not feel disheartened the entire treatment may have many invidiously traits. But their contents and directions are the same to give encouragement to the child. It may be in the form of approval or it may be in the form of asking the child to modify his behavior. In case it creates avoidance behavior in the child that accounts to discouragement. Parental encouragement is of great significance in developing psychological as well as academic behavior, of a child. The present day society is based on competition in which everyone has tendency to perform as perfectly as possible. And here motivation encouragement and support of parents make him more confident and optimistic

**Review of Literature**

Kathleen (2001) Studied on parental involvement in student's homework. It is focused on understanding: why parents involved in their children's homework and how their homework involvement influences student's outcomes. Finding of this study were parent's involvement in students homework makes positive effect in academic achievement. Jeynes (2007) undertook a meta-analysis including 52 studies, to determine the influence of parental involvement and encouragement on the educational outcomes of urban secondary school children of California. The results indicated that the influence of parental involvement overall was significant for secondary school children for both White and minority children.

Parental encouragement and support for learning activities at home and parental encouragement in school and classroom, have a positive impact on the behavior of the child. Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education. This and other studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.

High levels of parental encouragement have also been shown to be strongly related to increased students motivation. According to Gould, (1999), "The research all shows, they say, that children do better in school when their parents are involved Parental encouragement is a term to use to describe  the various process of parental and community input to schooling, Parental activities to that provides assistance in the classroom or with behavioral activities at home and helpful in participation in decision making, governance and community, school relation and direct benefits on the learning outcomes for their children. William (2007) Studied on parental involvement and its impact on  children. The study found that parental encouragement had positive effect on student's attitude and social behavior. Parent encouragement supports students learning, behavior and attitudes. The parents must have access to opportunities that allows them to develop skills, knowledge and confidence required to undertake their parent ship role effectively. Nurturing of children is directly related with parents. Parent's involvement implies how the parents involve themselves in developing the overall personality of the child. All parents have certain expectation, likes and dislikes and preference regarding how children should be handled, brought up and educated. This may be snapped according to parent's concept of an ideal child. Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in children's education.

**Need and Justification of the Study**
Today the life has become very complex and the students are facing cut throat competition in academic and in vocations, they should be able to face new challenges opened by globalization, for this it is very important that they should have the leadership qualities, parents encouragement play a vital role in developing leadership qualities among their children. In Indian context, the research on leadership behavior with regard to other psychological variables has been conducted, but very few studies were found to examine the association between leadership behavior and parental encouragement. The present study will investigate the influence of parental encouragement on leadership behavior of students. The findings of the present study will provide insight for finding various ways and means to develop leadership qualities among the students through parental encouragement.

**Objectives**

- To find out the difference  in leadership behavior of senior secondary school students with respect to their locale

- To explore the difference  in parental encouragement of senior secondary school students with respect to their locale

- To reveal the difference  in leadership behavior of senior secondary  school students with respect to their gender

- To explore the difference in parental encouragement of senior secondary school students with respect to their gender.

- To find out whether parental encouragement is a potential predictor of leadership behavior.

**Hypotheses**

- There exist no significant difference in leadership behavior of senior secondary school students of rural and urban areas,

- There exist no significant difference in leadership behavior of boys and girls,

- There exist no significant difference in parental encouragement of senior secondary school students of rural and urban areas,

- There exist no significant difference in parental encouragement of boys and girls,

- Parental encouragement and leadership behavior will share a significant relationship with each other and in regression analysis, parental encouragement will emerge as a significant predictor of criterion variance.

**Methodology**

For the present study descriptive survey method has been employed and a sample of 200 secondary stage students both boys and girls of senior secondary schools urban and rural areas of Udhampur district of Jammu and Kashmir was selected through purposive random sampling technique.

**Table 1**

**The school name from where data collected**

| Name of schools | Boys | Girls | Total | Area |
|---|---|---|---|---|
| Government high secondary school  Marta | 25 | 25 | 50 | Rural Area students |
| Government high secondary  School Chowki | 25 | 25 | 50 | |
| Government high secondary School Ramnagar | 25 | 25 | 50 | Urban Area students |
| Government high secondary School Udhampur | 25 | 25 | 50 | |

**Tools used**

Following tools were used by the investigator for collecting data:
Parental Encouragement Scale by Aggarwal (2003)
Leadership Behavior Scale by Dr. Asha Hinger (2004)

**Statistical techniques employed**

For analyzing the data t- test, Karl Pearson's coefficient of correlation, and linear regression analysis were used by the investigator.

**Group comparison between rural and urban area students with respect to their Leadership Behavior**

The first objective of the present study was to find out the difference in the leadership behavior of rural and urban senior school students for this purpose leadership scale by Dr. Asha Hinger was administered on 200 senior secondary school students of J&K. Data was analyzed by using t-test and results have been inserted in Table 2

**Table 2**

**Group comparison between rural and urban area students with respect to their Leadership Behavior**

| Leadership behavior | Mean | SD | SED | 't' value | Inference |
|---|---|---|---|---|---|
| **Urban students** | 110.48 | 15.10 | | | |
| **Rural students** | 101.9 | 13.55 | 2.02 | 4.24 | Significant |

The careful scrutiny at the result inserted in Table 2 clearly reveals that mean scores of urban and rural school students are 110.48 and 101.9 respectively. Further calculated t-value came out to be 4.24 which is higher than tabulated value (2.60) at 0.01 level of significance which shows that 't'value is statistically significant. Thus the null hypothesis i.e. "There exist no significant difference in leadership behavior of senior secondary school students of rural and urban areas" stands 'rejected'. Which indicates that both urban and rural secondary school students differ significantly in relation to their leadership behavior. On comparing the results of mean scores it has been found that urban area students score high on leadership behavior as compared to their counterpart. This may be due to the reason that urban area parents and educators provide interactive and challenging activities and opportunities that allow students to develop qualities such as determination, focus, decisiveness, time management, social confidence and self-discipline which are important for developing leadership skills.

**Group comparison of leadership behavior between boys and girls of senior secondary school students**

The objective of the present study was to find out the difference in the leadership behavior boys and girls of senior secondary school for this purpose leadership scale by Dr. Asha Hinger was administered on 200 senior secondary school students of J&K The analysis of the data collected have been entered in Table 3

**Table 3**

**Group comparison of leadership behavior between boys and girls of senior secondary school students**

| Leadership behavior | Mean | SD | SED | 't' value | Inference |
|---|---|---|---|---|---|
| Girls | 106.15 | 15.25 | | | |
| Boys | 106.23 | 14.69 | 2.11 | 0.037 | Insignificant |

The careful scrutiny at the result inserted in Table 3 clearly reveal that mean scores of boys and girls students were 106.23 and 106.15 respectively. Further calculated t-value of the magnitude 0.037 which is less than tabulated value (2.60) at 0.01 level of significance which shows that 't'value is statistically insignificant. Thus the null hypothesis i.e. is "There exist no significant

difference in leadership behavior of boys and girls" stands accepted. This indicates that both boys and girls students do not differ significantly with respect to their leadership behavior. This may be due to that both boys and girls are having enthusiasm, passion, inspiration and advocacy as leadership qualities. Both are having equal strong urge to achieve their goals and have tendency to endeavor for success.

**Group comparison between rural and urban areas students of senior secondary school with relation to their parental encouragement**.

The objective of the present study was to find out the difference in the parental encouragement of rural and urban senior school students of J&K. For this purpose parental encouragement scale by Aggarwal was administered on 200 senior secondary school students of J&K. Data was analyzed by using t-test and results have been reported in Table 4

**Table 4**

**Group Comparison between Rural and urban areas students of senior secondary school in relation to their parental encouragement**.

| Parental Encouragement | Mean | SD | SED | 't' value | Inference |
|---|---|---|---|---|---|
| Urban | 318.65 | 43.56 | | | |
| Rural | 297.05 | 47.19 | 6.42 | 3.36 | Significant |

The careful scrutiny at the result inserted in Table 4 clearly reveal that mean scores of urban and rural school students were 318.65 and 297.05 respectively. Further calculated t-value of the magnitude 3.36 which is higher than tabulated value (2.60) at 0.01 level of significance which shows that 't'value is statistically significant. Thus the null hypothesis i.e. is "There exist no significant difference in parental encouragement of senior secondary school students of rural and urban areas" stands not accepted. This indicates that both urban and rural area school students differ significantly with respect to their parental encouragement. On comparing the results of mean scores it has been found that urban area students score high on parental encouragement as compared to their counterpart. This may be due to that urban area parents are more concerned and focused regarding the all round development of their children and they encourage their children to explore their interests, do their best and try to learn how to do better next time. They encourage their children to broaden their experiences by participating in school clubs, sports and activities. They recognize that part-time work and community activities can be an effective way to expose their children to the real world. These personal experiences frequently motivate students to do better in school and can help them identify a potential direction.

**Group comparison between boys and girls with relation to their Parental encouragement**
The objective of the present study was to find out the difference in the Parental Encouragement of boys and girls of senior school students of J&K. The analysis of the data collected have been entered in Table 5

**Table 5**

**Group comparison between boys and girls with respect to their Parental encouragement**

| Parental Encouragement | Mean | SD | SED | 't' value | Inference |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **Girls students** | 311.87 | 47.87 | | | |
| **boys students** | 303.83 | 45.32 | 6.57 | 1.22 | Insignificant |

Table 5 clearly reveals that mean scores of girls and boys students were found 311.87 and 303.83 respectively. Further calculated t-value of the magnitude1.22 which is less than tabulated value (2.60) at 0.01 level of significance which shows that's' value is statistically insignificant. Thus the null hypothesis i.e. "There exist no significant difference in parental encouragement of boys and girls" stands accepted. This indicates that both urban and rural secondary school students not differ significantly in their parental encouragement. This may be due to the reason that it has been seen that our present society is not gender stereotypes. Today's parents have gender egalitarian attitude, they are highly focused and sensitive towards their children of both genders, they provide equal opportunities to both.

**Relationship between leadership behavior and parental encouragement of senior school students**

To examine the potential of independent variable (Parental Encouragement) to predict the criterion variance, regression analysis was used. The results of regression analysis have been presented in Tables 6, 7 and 8

**Table 6**

**Coefficient of correlation between leadership behavior and parental encouragement**

| Model | R | R Square | Adjusted R Square | % of criterion variance |
|---|---|---|---|---|
| 1 | 0.653 | 0.426 | 0.423 | 42.3 |

It is clear from the Table 6 that coefficient of correlation between leadership behavior and parental encouragement is 0.653 which is significant (df=198, p>0.99). This variable (parental encouragement) predicts 42.6% of criterion variance i.e. approximately 43% of variance of the criterion variable (leadership behavior) is explained by parental encouragement.

**Table -7**

**Summary of ANOVA for Regression**

| Model | Sum of Squares | Degree of freedom | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| **Regression** | 18926.865 | 1 | 18926.865 | 147.15 | .000 |
| **Residual** | 25465.915 | 198 | 128.616 | | |
| **Total** | 44392.780 | 199 | | | |

A close glance at the results inserted in Table 7 clearly reveals that F value came out to be 147.15 which is significant at p<.001 with df 1/198. Thus we conclude that results in significantly better prediction of leadership behavior of students. Thus, the hypothesis i.e. "Parental encouragement and leadership behavior will bear a significant positive relationship

with each other and in regression analysis parental encouragement will emerge as a significant predictor of criterion variance" stands accepted. This means that the model presented is significant in predicting leadership behavior.

**Table 8**

| Model | Unstandardized Coefficients | | Standardized Coefficients |
|---|---|---|---|
| | **B** | **Std. Error** | **Beta** |
| 1       (Constant) | 41.732 | 5.374 | |
| PE | 0.209 | 0.017 | 0.653 |

**Regression Equation Leadership behavior(Y) = 41.732+Parental encouragement(X)*0.209**

It is clear from the above regression equation unit increase in the value of the predictor variable

i.e X, the corresponding increase in criterion variable is 0.209.

## Major Findings:-

- Urban school students differed significantly from rural school students with respect to their leadership behavior. Higher mean score of urban school students indicate that urban students have better leadership behavior then rural school students this may be due to the reason that urban students get more opportunity for extent their behavior by interacting with different persons, leaders and extra co-curricular activities in the school as well as outside the school which helps in flourished their behavior.

- Urban school students differed significantly from rural school students with respect to their parental encouragement. Higher mean score of urban school students indicate that urban students have better parental encouragement then rural school students this may be due to the reason that urban areas parents are more educated and they are much more conscious regarding their studies and the future of their children

- Boys and girls do not differ significantly with relation to their leadership behavior this may be due to the reason that boys and girls have equal strong urge to achieve something and both are internally motivated to do well. They both have tendency to endeavor for success.

- Boys and girls do not differ significantly with relation to their leadership behavior this may be due to the reason that both boys and girls are equal for parents and both get equal opportunities.

- There is no relationship between leadership behavior and parental encouragement of secondary school students. Yet there is positive correlation between personal and social adjustment of secondary school students.

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**Declaration**

This is a original material and has not been published elsewhere in part or full and the same has not been submitted for publication in any other book or journal or elsewhere.

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# UNIVERSITY TEACHERS' ATTITUDE TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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## Abstract:

*Information and Communication Technology (ICT) is about new ways in which people can communicate, inquire, make decisions and solve problems (Sarkar, 2012). Integration of ICTs would not only help in promoting personal growth but also in developing "knowledge societies." The present study was conducted on 200 university teachers of different faculties to compare their attitude towards ICT use. No difference was found with regard to attitude towards ICT use of university teachers of different faculties, viz. Arts/Education and Science/Engineering and Technology. Majority of university (around 98%) agreed about the importance and use of ICT in teaching & Instruction, whereas more than half of the sample of teachers were found agreeing about the use of ICT in Social & Health sector.*

Technology is a part of everyday life in the 21st century. Information and Communication Technology (ICT) is a force that has changed many aspects of the way we live. If one has to compare such fields as medicine, tourism, travel business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But, in the field of education, there seems to have been lesser change as compared to other fields.

There have been a number of factors impeding the implementation of ICT in education across all sectors. These have included factors such as, a lack of funding to support the purchase of the technology, a lack of training among established teaching practitioners, a lack of motivation and need among teachers to use ICT as teaching and learning tools (Starr, 2001). But, in recent time, certain factors have strengthened and encouraged moves to use ICTs into classrooms and learning settings. These have included a growing need to explore efficiencies in terms of program delivery, the opportunities for flexible delivery provided by ICTs, the capacity of technology to provide support for customized educational programs to meet the needs of individual learners and the growing use of the Internet and www as tools for information access and communication (Kennedy and Mc Naught, 1997).

Integrating ICT in teaching and learning is higher on the educational reform agenda. ICT is about the new ways in which people can communicate, inquire, make decisions and solve problems (Sarkar, 2012). Therefore, the integration of ICTs would not only help in promoting personal growth but also in developing "knowledge societies."

## Attitude towards ICT

It is the predisposition of a person to respond positively or negatively towards computers and related technologies. It affects everything the person does with the computer and in fact reflects

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what experience the user has and is hence a determining factor of the user's behaviour towards them (Ololube, 2009).

## Some Related Research Studies

Al Zaidiyeen, Mei and Fook (2008) investigated the level of Information and communication technology (ICT) use for educational purposes by teachers in Jordanian rural secondary schools. Questionnaires were distributed among 650 randomly selected teachers in Jordan. The findings suggested that ICTs use for educational purposes should be given greater consideration than it currently receives. In general, the results were consistent with those previously reported in studies related to the use of ICT in the educational settings.

Edmunds, Thorps and Conole (2010) explored United Kingdom students' attitudes towards and use of Information and communication technology (ICT) in all Open University courses. Students' lives and experience beyond the university have been largely unexplored. Research into student experience of ICT used a validated model—the technology acceptance model—to explore the influence of work and social/leisure contexts as well as course study, on attitudes towards and take up of technology. The results suggest that usefulness and ease of use are key dimensions of students' attitudes towards technology in all three contexts and also that ICT is perceived most positively in the context of work and technology use at work is an important driver for technology use in other areas.

Kubiatko, Usak, Yilmaz and Tasar (2010) focused on differences related to information and communication technologies (ICT) among Czech and Turkish university students. Student attitudes were evaluated summatively and with respect to gender, year, country, and type of residential area. The sample consisted of a total of 770 university students (316 Czech and 454 Turkish). The data analysis included factor analysis, MANCOVA, ANOVA, and t-test. The factor analysis yielded five dimensions: 1) Influence of ICT on teaching process, 2) Influence of ICT on human body and environment, 3) Use of ICT in teaching, 4) School and ICT, 5) ICT as didactic equipment. As a result, students from the Czech Republic, male students, sophomores, and students living in town showed more positive attitudes in comparison to other respective groups.

Sipila (2010) investigated if there is a difference in attitudes towards Information and communication technology (ICT) among teachers of Lieto in Finland who have a personal laptop computer (provided by the employer) compared to teachers who have not. The data were collected by an online questionnaire, to which 69 teachers out of 196 (31%) from four schools replied. Analysis of the data reveals that teachers who used personal laptops in their work regarded the use of ICT, both in teaching and in general, more positively than teachers who did not.

Awan (2011) investigated how the 'level' of Information and communication technology (ICT) uptake amongst teachers of United Arab Emirates and the 'quality' of ICT use in classrooms can be promoted by changing public school teachers' attitude towards technology adoption. The issue of teachers' technology, confidence, and ICT lesson planning skills were tackled by providing training sessions that focused on encouraging them to use educational multimedia game resources for teaching and learning purposes. The results of this study revealed a positive shift in the responses which indicated that insufficient class time and inadequate training opportunities were the major obstacles in the process of ICT integration.

Elsaadarii (2012) in his research investigated whether gender is a factor that should be considered when considering teaching staff attitude towards Information and Communication

Technology (ICT). Survey methodology was facilitated through the use of the questionnaires. The survey domain was a random sampling of teaching staff in Egyptian higher education institutions (HEI). The population for this study was 500 full-time Faculty staff, only 412 returned and complete questionnaires were considered as the study sample. The results showed that no difference between being a male or a female as regard to the attitude toward ICT among teaching staff in Egyptians HEI, therefore, gender was not a significant factor when considering attitude toward ICT by teaching staff members in Egyptians HEI.

Sanchez, Marcos, Gonzalez and Lin (2012) investigated in – service teachers' attitude towards the use of ICT in the classroom. 170 in – service teachers from kindergarten to high school participated in the study. Teachers' attitudes towards ICT are highly positive but the use of them in class is scarce and it is subjected to innovative processes.

The above studies reveal that attitude towards ICT is very important for integrating technology in teaching and learning settings. So, the present study was conducted to study attitude towards ICT of teachers at the university level.

**Objective**

To compare the attitude towards ICT of Social Science and Science university teachers with respect to various dimensions, viz.

- ICT use in instructional settings
- Confidence in ICT use
- Encouragement from colleagues
- ICT and health problems
- ICT and socialization
- ICT relative advantage
- ICT complexity
- Barriers to ICT use.

**Method**

Descriptive of method research survey was employed in the present study to investigate university teachers' attitude towards ICT.

**Sample**

For the present study, stratified random sampling technique was employed. The sample comprised of 200 Panjab University teachers of different faculties. 100 teachers belonged to the Arts/ Education department and 100 teachers belonged to Science/Engineering and Technology department.

**Tool used**

**Scale of Attitude towards ICT use** (developed by the authors) was used. The scale comprised of 74 items in eight domains viz., ICT use in instructional setting, confidence in ICT use, encouragement from colleagues, ICT and health problems. ICT and socialization, ICT relative advantage,  ICT complexity and barriers to ICT use. Reliability of the scale was 0.85.

**Data Collection**

University teachers were asked to respond to 74 Likert-type statements dealing with their attitude towards ICT use. The attitude scale consisted of 8 dimensions which were analyzed in details. Table 1 illustrates the frequency of participants' responses to the 74-item Attitude towards ICT Use Scale.

**Data Analysis**

For data analysis, dimension analysis of university teachers' attitude towards ICT use in different faculties was done. Results have been presented in the table below :

**Table 1**

**Dimension Analysis**

| Faculty | Dimension | SD | % | D | % | N | % | A | % | SA | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Arts/Education Faculty | ICT Use in Instructional Settings | - | - | - | - | 2 | 2.0 | 88 | 88.0 | 10 | 10.0 |
| | Confidence in ICT use | - | - | - | - | 19 | 19.0 | 75 | 75.0 | 6 | 6.0 |
| | Encouragement from Colleague | - | - | 6 | 6.0 | 19 | 19.0 | 65 | 65.0 | 10 | 10.0 |
| | ICT and Health problem | 6 | 6.0 | 43 | 43.0 | 33 | 33.0 | 16.0 | 16.0 | 2 | 2.0 |
| | ICT and Socialization | - | - | 4 | 4.0 | 40 | 40.0 | 56 | 56.0 | - | - |
| | ICT Relative Advantage | - | - | - | - | 8 | 8.0 | 61 | 61.0 | 31 | 31.0 |
| | ICT Complexity | - | - | - | - | 6 | 6.0 | 70 | 70.0 | 24 | 24.0 |
| | Barriers to ICT Use | - | - | 2 | 2.0 | 63 | 63.0 | 32 | 32.0 | 3 | 3.0 |
| Science/Engr. & Technology Faculty | ICT Use in Instructional Settings | - | - | - | - | 4 | 4.0 | 86 | 86.0 | 10 | 10.0 |
| | Confidence in ICT use | - | - | - | - | 12 | 12.0 | 79 | 79.0 | 9 | 9.0 |
| | Encouragement from Colleague | 1 | 1.0 | 3 | 3.0 | 23 | 23.0 | 58 | 58.0 | 15 | 15.0 |
| | ICT and Health problem | 4 | 4.0 | 29 | 29.0 | 45 | 45.0 | 18 | 18.0 | 4 | 4.0 |
| | ICT and Socialization | - | - | 2 | 2.0 | 45 | 45.0 | 51 | 51.0 | 2 | 2.0 |

| | | SD | | D | | N | | A | | SA | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ICT Relative Advantage | - | - | 1 | 1.0 | 7 | 7.0 | 49 | 49.0 | 43 | 43.0 |
| ICT Complexity | - | - | - | - | 5 | 5.0 | 71 | 71.0 | 24 | 24.0 |
| Barriers to ICT Use | - | - | 5 | 5.0 | 39 | 39.0 | 52 | 52.0 | 4 | 4.0 |

(* SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree)

Table 1 reveals that the majority of the respondents (98%) of Arts/Education faculty agreed or strongly agreed with ICT use in instructional settings, and only 2% of teachers had neutral position. On the other hand, almost all of the respondents (96%) at Science/Engineering & Technology faculty either strongly agreed or agreed to these dimension. A minority of the respondents (4%) indicated they had neutral position.

Also, the table shows that 81% of subjects at Arts/Education faculty and 88% of respondents at Science/Engineering & Technology faculty agreed or strongly agreed with "confidence in ICT use" subscale. On the other hand, there were 19% and 12% of respondents respectively at Arts/Education and Science/Engineering & Technology faculties that had a neutral position.

Majority of the subjects (75%) at Arts/Education faculty agreed or strongly agreed with "encouragement from colleagues". However, nearly a fifth (19%) of the respondents had a neutral position in response to this subscale. Also a minority of only 6% disagreed with the dimension. On the other hand, most of the respondents (73%) at Science/Engineering & Technology faculty agreed or strongly agreed with the dimension. The remainder had a neutral position (23%) or disagreed (4%) with "encouragement from colleagues" subscale.

Nearly half (49%) of the subjects at Arts/Education faculty disagreed or strongly disagreed that ICT may cause health problems. Also around a third (33%) of the respondents had a neutral position in response to this subscale and only 18% agreed with the dimension. Furthermore, in response to "ICT health problem" dimension, 33% of the subjects at Science/Engineering & Technology faculty disagreed with it. Also 22% of the respondents agreed and 45% had neutral position towards this subscale.

About "ICT and Socialization" domain analysis, more than half of the participants (56%) in both Arts/Education faculty agreed with ICT and its socialization effects on users. Also a minority of 4% of the subjects disagreed and 40% had neutral position. Similarly, 53% of respondents at Science/Engineering & Technology faculty agreed with the domain, while 45% of the participants had no idea about the subscale and only 2% of teachers sample disagreed to ICT social effects.

Regarding analysis of "ICT relative advantage" domain, the majority of the participants (92%) at Arts/Education faculty agreed or strongly agreed that ICT use has relative advantage in instruction. At the same time, 8% of the respondents indicated their neutral position. Also, in response to the domain, most of the subjects (92%) at Science/Engineering & Technology faculty indicated their agreement. The remainder either had a neutral position (7%) or disagreed (1%) with the subscale.

According to the analysis of "ICT Complexity" domain, the majority (94%) of the university teachers' sample at Arts/Education faculty agreed or strongly agreed that they had no difficulty with applying ICT. Only 6% of participants had neutral position. At-the same time, 95% of respondents at Science/Engineering & Technology faculty agreed with simplicity of ICT. Only a minority of 5% participants had neutral position about this domain.

In terms of the domain "Barriers to ICT Use" analysis, only 35% of university teachers' sample at Arts/Education faculty agreed with existence of barriers to ICT use in the university. Whereas 63% of subjects had neutral position and only 2% of remainder disagreed with existence this domain. On the other hand, 56% of subjects at Science/Engineering & Technology faculty indicated their agreement with existence barriers to ICT use; in addition 39% of participants had neutral position. A minority of only 2% disagreed with the subscale.

**Findings related to dimension analysis of attitude towards ICT use**

- Majority of the respondents (98%) of Arts/Education and Science/Engineering respondents (96%) faculties agreed or strongly agreed with ICT use in instructional settings.
- Majority of the respondents (81%) of Arts/Education and Science/Engineering respondents (88%) faculties agreed or strongly agreed with "confidence in ICT use" subscale.
- Majority of the respondents (75%) of Arts/Education and Science/Engineering respondents (73%) faculties agreed or strongly agreed with "encouragement from colleagues" subscale.
- Above half of the respondents (49%) of Arts/Education and around one third of Science/Engineering respondents (33%) faculties agreed or strongly agreed with "ICT health problem" subscale.
- More than half of the participants (56%) of Arts/Education and around one third of Science/Engineering respondents (53%) faculties agreed or strongly agreed with "ICT and its socialization effects on user".
- Majority of the respondents (92%) of Arts/Education and Science/Engineering respondents faculties agreed or strongly agreed with "ICT uses have relative advantage in instruction" subscale.
- Majority of the respondents (94%) of Arts/Education and Science/Engineering respondents (95%) -faculties agreed or strongly agreed with "that they had no difficulty with applying ICT" subscale.
- Around one third of the University Teachers respondents (35%) of Arts/Education and more than half (56%) Science/Engineering respondent's faculties agreed or strongly agreed with "existence of barriers to ICT use in the university" subscale.

**Educational Implications**

The results of this study suggest that classroom technology should become an integral part of the core mission for the institution, with its primary focus rooted in the paradigm shift from teaching to learning. Programs that foster the use of information and communication technology (ICT) in the classroom increase familiarization with technology and lead to empowerment in technology as well as teaching. The university administrators should place emphasis on building teachers' perception of their ability to use ICT with a view to transform classroom practice.

- University authorities should provide financial help to teachers so that teachers adapt ICT in the classroom.
- More ICT equipments and facilities are needed to be provided at the university level for teachers such as laptops for all teachers, interactive whiteboard, data Projector, etc.
- The university administrators should provide advanced practical training for the university teachers on how to integrate ICT tools in instructional settings.
- The university administrators should support their faculty members with up-to-date software programs, hardware equipments and networking facility.

- Tangible incentives and effective reward for using ICT in classrooms (e.g., leave time, contribution towards tenure, financial rewards) should be provided by the university administrators in order to encourage the university teachers to use ICT in instructional settings.
- The administrators should evaluate faculty members on utilization of ICT on an ongoing basis.

**Conclusions**

Adoption of Information and Communication Technology (ICT) in education requires establishment of infrastructural facilities, acquisition of technologies and their periodic updating, management and professional support services. Attitude backs action.

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# A STUDY OF THE EMOTIONAL INTELLIGENCE (EI ) OF B.ED. TEACHER TRAINEES

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**Abstract:**
*Different professions require different levels of emotional intelligence. But the professions like teaching in which interacting with people is a must, require a high level of emotional intelligence. Teacher trainees who want to become a teacher must have a high emotional intelligence as they have to continuously interact with the students, colleagues, principals, parents etc. and have to meet the challenges of their professional lives. The present study examines the levels of emotional intelligence of B.Ed. teacher trainees, also emotional intelligence assessed with respect to their personal factors. A sample of 477 B.Ed students studying in the colleges affiliated to Guru Gobind Singh Indraprastha University, Delhi was taken up for the study. A standardized tool of emotional intelligence developed by S. K. Mangal and Shubhra Mangal (2012) was used and data were analysed through descriptive statistics. The results indicated that majority of B.Ed teacher trainees have above average emotional intelligence, in relation to personal factors, Gender has significant, but medium of language and education streams have insignificant influence on emotional intelligence of B.Ed teacher trainees.*

Every profession demands certain specific skills on part of its professionals. As Teacher Education is also a professional course which prepares the students to enter into teaching profession, it too demands various set of skills in order to meet the challenges of professional life. Emotional Intelligence as an ability/skill to manage emotions in order to cope up with the pressure of personal and professional lives has become an important component for the people living in 21st century.

Different professions require different levels of emotional intelligence. But the professions in which interacting with people is a must require a high level of emotional intelligence. Like, Yate (1997) stated that the profession of teaching has been rated in top ten careers requiring a high level of EI.As in teaching a teacher continuously have to interact with the students, colleagues, parents etc. thus the level of emotional intelligence of teachers demanded to be high. In case of educational institution, the teacher is the key person whose emotional intelligence is of great relevance not only for the institution and self but indirectly for the students also, as the teachers could help in the development of emotionally intelligent future citizens. An effective teacher must not only be a subject expert, but should also understand the feelings and needs of the students well and transacts the curriculum as per their needs. According to Mortiboys, A. (2005) effective teaching is not possible just with subject knowledge and appropriate teaching method, rather for effective teaching the teacher should use their emotional intelligence at the time of imparting subject knowledge to the students through an appropriate teaching method.

Thus, the strong emotional intelligence base for effective teaching and strong emotional bonding between the student and teacher focuses on the assessment of emotional intelligence levels of prospective teachers.

**Meaning and Nature of Emotional Intelligence**

Among the three domains of behavior, emotional intelligence is a part of affective domain. Also, as a matter of fact, not only the school education and higher education, even the teachers

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education sector in 21$^{st}$ century is over dominated by the cognitive domain (head) and the most important aspect of human life i.e. affective domain (heart) and psychomotor domain (hand) are completely ignored.

The knowledge imparted to the prospective teachers in the teacher training programmes does not take into account a holistic view of the three domains. This ignorance of social-emotional aspect or the non-cognitive abilities of behavior on the part of prospective teachers could make the future education system void, as all the domains of a teacher directly or indirectly influence the behavior of a child. Thus to achieve the gigantic objectives of teacher education, it is important to assess and develop the emotional intelligence of prospective teachers, so that they can be prepared for the future complex roles they have to perform in the schools in order to adjust professionally.

Emotional intelligence can be taught and caught, research by Goad & Justice(2005) has indicate that pre-service teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Numerous studies have also indicated that EI could have an impact on several professional and personal domains. For example, EI has been found to predict performance, contributes to organizational leadership and career success, is correlated with enhanced physical, mental, and psychosomatic health, life satisfaction, psychological well-being, academic success and job performance(Gardner, 2005; Schutte, Malouff, Thorsteinsson, Bhullar & Rooke, 2007;Salami & Ogundokun, 2009; Adeyemi & Adeleye, 2008; Salami, 2004;Gardner, 2005; Gohm, Corser & Dalsky, 2005; Matthews, Emo, Funke, Zeidner, Roberts, Costa & Shulze, 2006; Oginska- Bulik, 2005)[1]. It is likely that the development of emotional intelligence could assist prospective teachers in developing appropriate behavior and attitude with respect of their training needs and academic work.

**Importance of Emotional Intelligence**

It is evident that EI could be learned and we need high quality of teachers with strong well-being, better commitment, work cooperatively and collaboratively with colleagues, emotionally energetic in their

[1] Nelson, D.B., Low, G.R. & Nelson,K.(2005).The emotionally intelligent teacher: A transformative learning model. Retrieved from
http://www.tamuk.edu/edu/kwei000/research/articles/article_files/emotionally_intelligent_teacher.pdf on 29 Sept,2012.

work with children and adult by building their emotional intelligence. Vali (2005)[2] viewed that as teacher's ability to deal with emotional problems is a powerful factor in molding the minds of the students, so, emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning, will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is considered as the heart and soul of any educational programme. Since the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they and teacher educators understand the importance of emotional intelligence, which plays a vital role in their survival and fitness in the profession.

The students pursuing B.Ed have diverse backgrounds. Male and female students take up B.Ed programme to develop their teaching skills and to enter the teaching profession. Gender is the social definition of biological differences between Males and Females into masculine and feminine categories .Shanwal (2003) found that overall girls had higher emotional intelligence than boys. Manhas (2005) found that men are more outgoing, tender-mined, good team members, abstracted and less open to change as compared to females. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the Emotional Intelligence of school teachers. This shows that a number of personal and demographic factors may affect different non-cognitive variables and the teaching performance to a great extent. Thus the question which arises is that do the emotional intelligence of B. Ed. teacher trainees vary on the basis of their personal and educational factors?

**Need of Study**

B.Ed. is an interdisciplinary course with several electives which the students opt according to their educational stream specialization. As, the students from almost every discipline could pursue Bachelors in Education, so they could be classified according to their academic background from commerce, humanities and science stream. The Students who are generally academically higher achievers prefer science subjects rather than commerce and humanities. Science students fetch scientific evidences in drawing conclusions. They adopt scientific and systematic procedure. They are open-minded in receiving ideas and facts. They have faith in cause and effect relationship and pursue activities with patience and consistency. Commerce students are generally considered to have leadership, accounting and managerial qualities. Arts students are considered to have more analytical skills. The students from different educational backgrounds have these differences due to the exposure to different concepts and subjects. This may result in differences in their perception, emotionality and other personality traits.

**Review of Literature**

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[2] Sanju Lata & Dr. Sunil Kumar Jangir (2014) Emotional Intelligence in Teacher Training programme. Conflux Journal of Education,Vol.1(9) .Retrieved from: http://www.cjoe.naspublishers.com/

A study by Vijaya Lakshmi Nagarjuna and Sireesha Mamidenna (2008) has found that the students with science background are more tough minded and perfectionists as compared to commerce graduates. These qualities definitely affect different traits of one's personality as well. Manhas (2005) in her study found a significant difference between emotional intelligence of science and arts students with the science students showing higher Emotional Intelligence, hence recommended to assess emotional intelligence in student-teachers belonging to two different academic streams. The third background variable which is important is medium of language. The whole world is changed into globalized village due to English as medium of communication. As the $21^{st}$ century is being dominated by English medium it is important to explore the difference in the personality traits of the student with English and Hindi medium. As all these three personal variables viz, gender, educational streams and medium of language may impact the emotional intelligence, thus, an attempt has been made through the present study to assess the emotional intelligence of B.Ed teacher trainees with reference to their personal and educational factors.Few related studies relevant to be mentioned includes a study by **Mohd Yaseen Lone and Dr. P. N. Natara (2014)** who investigated the emotional intelligence of student-teachers of Jammu and Kashmir State. The sample size was of 300 student-teachers from all the five Colleges of District Anantnag. In the study descriptive survey method was used.Emotional Intelligence Scale (EIS) by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2010) was used for the collection of the data. The result was analyzed using descriptive and differential statistical techniques. The result indicated that gender wise (male & female) and faculty wise (arts, commerce, humanities) there is no significant difference between the level of emotional intelligence of student teachers. **Mishra,Sudarshan & Laskar,Jakir.Hussain (2013)** investigated the Emotional Intelligence of teachers teaching at Senior and Senior Secondary schools in relation to gender, experiences and qualification variations. A sample of 120 teachers both secondary and senior secondary school teachers of Hailakandi district of Barrack Valley,Southern Assam were included. Mangal's (2007) Teachers' Emotional Intelligence Inventory was used for assessing emotional intelligence of teachers.The investigator has used Mean, standard deviation and't' test to test the null hypotheses formulated. The findings were: Emotional intelligence of teachers was not normally distributed. Gender wise no difference in emotional intelligence of secondary and senior secondary teachers was found. Qualification wise there was no significant different in emotional intelligence of teachers.**Latha,M(2012)** studied emotional intelligence among prospective teachers. The study was conducted on the sample of 200 B.Ed trainees selected through random sampling technique. Mean difference analysis was used to find out if there exist any significant difference in Emotional Intelligence and gender, subject of study and type of institution. The investigator found that all the B.Ed trainees have high Emotional Intelligence. It was seen from the result that no significant difference between male and female B.Ed trainees. The result also shows that no significant difference between Emotional Intelligence of Science and Arts B.Ed trainees and Aided and Private College trainees.

## Objectives

1. To assess the levels of Emotional Intelligence of B.Ed. teacher trainees.

2. To examine the Emotional Intelligence in B. Ed. teacher trainees with respect to their gender.

3. To find out the Emotional Intelligence in B. Ed. teacher trainees with respect to their Educational Streams.

4. To assess the Emotional Intelligence in B.Ed. teacher trainees with respect to their Medium of Language.

**Hypotheses**

1. There is no significant difference in the mean scores of emotional intelligence of B. Ed. teacher trainees with respect to their gender.

2. There is no significant difference in the mean scores of emotional intelligence of B.Ed. teacher trainees with respect to their educational streams

3. There is no significant difference in the mean scores of emotional intelligence of B.Ed. teacher trainees with respect to their medium of language

**Sample**

A sample of 480 B.Ed. teacher trainees were planned to be selected out of the total of 2400 teacher trainees from the 24 colleges affiliated to G.G.S.I.P.U. In comparison to females fewer males pursue B.Ed. programme. Also as a tradition it is seen that in totality teacher trainees of commerce stream are so less that only few colleges are offering it as a teaching subject. Thus during the sample selection intentionally all the males and the teacher trainees of commerce stream are taken up for the present study. The remaining sample according to other background variables was randomly selected. Thus finally after the entire processing total 477 teacher trainees were selected as sample for the research. The details of the sample are as follows:

**Table 1**

**Showing the Sample Size and its Nature**

| Gender | Male | 166 | 477 Total |
|---|---|---|---|
| | Female | 311 | |
| Educational Stream | Science | 182 | 477 Total |
| | Commerce | 64 | |
| | Humanities | 231 | |
| Medium of language | English | 353 | 477 Total |
| | Hindi | 124 | |

**Tools**

For measurement of Emotional intelligence, the Emotional Intelligence Inventory, developed by S. K. Mangal and Shubhra Mangal (2012) has been used. Personal information blank was used to get the data about the background variable.The obtained data were subjected to suitable statistical analysis such as Percentage, Mean, S.D and 't' test and F-test to test the hypotheses.

**Analysis & Interpretation**

**(a) Emotional Intelligence levels of B.Ed teacher trainees**

Table (I) shows that Emotional intelligence has been categorized into five levels, that is, very poor, poor, average, good and very good. For the interpretation of raw scores, the range of raw score of each E.I level was different for males and females. The total number of B.Ed teacher trainees who fall under these five levels has been calculated by adding the raw score of male and females under each category. Then to analyze the number of teacher trainees under each level of E.I, the percentage was calculated for them.

**Table 2**

**Emotional Intelligence levels of B.Ed. Teacher Trainees**

| Emotional intelligence(E.I) | E.I Range of Scores | | N | | | % |
|---|---|---|---|---|---|---|
| | Female | Male | Female | Male | Total | Total |
| Very Poor | 88 & above | 90 & above | 22 | 3 | 25 | 5.24 |
| Poor | 75-87 | 77-89 | 94 | 46 | 140 | 29.35 |
| Average | 61-74 | 63-76 | 127 | 61 | 188 | 39.41 |
| Good | 48-60 | 49-62 | 66 | 56 | 122 | 25.57 |
| Very good | 47 & below | 48 & below | 2 | 0 | 2 | 0.41 |

**This result has been graphically represented by Figure I as under:**

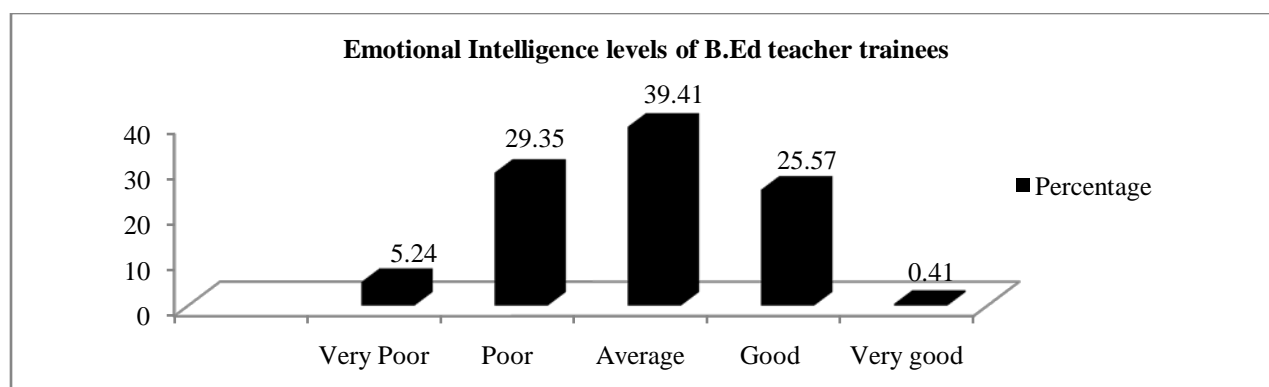**Emotional Intelligence levels of B.Ed teacher trainees**



**Figure 1**

Table I and figure 1 clearly shows that 5.2% have very poor E.I, 29.4% have poor E.I, 39.4% have average E.I, 25.6% have good E.I and only 0.4% of B.Ed. teacher trainees have very good emotional intelligence. This indicates that among all the five levels of Emotional intelligence, the teacher trainees who have average Emotional intelligence are the highest in number.

The above results are evident that majority(65.4%) of the B.Ed. teacher trainees have average and above average emotional intelligence and only 34.6% teacher trainees have below average Emotional intelligence. It could be concluded that majority of the teacher trainees had awareness and could manage their own emotions as well as of others which is good for an effective teaching-learning process during B.Ed. programme. It may be due to the reasons that the teacher educators of self-financed institutions are working on the development of affective skills the teacher trainees need during the programme ; they are giving timely feedback to the teacher trainees about their strengths and weaknesses ; the teacher educators demonstrate their positive attitude, emotions ,behaviour which they expect from the teacher trainees to inculcate in them or the teacher educator-teacher trainee relationship is strong.But what about the teacher trainees who are low in emotional intelligence? What could be the main causes of the low emotional intelligence? What could be the ways to develop the emotional intelligence among the teacher trainees? These are the question for which the answers could be found in the future researches.

**(b) Emotional Intelligence Scores (Gender wise and Medium of Language wise):**

**Table 3**

**Emotional Intelligence Scores (Gender wise and Medium of Language wise)**

| Gender | N | Mean | S.D | df | t-value | Result |
|--------|---|------|-----|----|---------|--------|
| Males | 166 | 68.22 | 11.470 | 475 | 3.515* | Significant |
| Females | 311 | 64.31 | 11.619 | | | |
| **M.O.L** | **N** | **Mean** | **S.D** | **df** | **t-value** | |
| English | 353 | 65.22 | 11.756 | 475 | 1.402[NS] | Not Significant |
| Hindi | 124 | 66.94 | 11.511 | | | |

*significant at 0.05 level*

The gender wise analysis of Emotional intelligence scores can be seen from the above table that the mean score of emotional intelligence of males B.Ed teacher trainees is slightly higher than the female B.Ed teacher trainees. For finding the significant difference between the mean scores, t-test is used. The calculated t-value is 3.515 and the table value is 1.96, thus the obtained value of emotional intelligence is more than the table value at 0.05 level of significance. Hence, the difference between the mean score of emotional intelligence of male and female B.Ed teacher trainees is significant at 0.05 level of significance.

The medium of language wise analysis of emotional intelligence scores from the above table shows that mean score of emotional intelligence of B.Ed teacher trainees with English medium is higher than the mean scores of B.Ed teacher trainees with Hindi medium. The significance of difference between the two means is tested by t-test. The obtained t value is 1.402 which is much lower than 1.96, hence not significant at 0.05 level.Thus, the difference between the mean scores of emotional intelligence of B.Ed teacher trainees with English medium and B.Ed teacher trainees with Hindi medium is not significant at 0.05 level of significance.

**(c) Emotional intelligence Scores (Educational Stream wise comparison)**

**Table 4**

**Emotional Intelligence Scores with respect to different educational streams (S=Science, H=Humanities, C=Commerce)**

| S (N=182) | | H (N=231) | | C (N=64) | | S | H | S | F-value | Result |
|-----------|---|-----------|---|----------|---|-----|-----|-----|---------|--------|
| Mean | S.D | Mean | S.D | Mean | S.D | v/s | v/s | v/s | | |

| | | | | | | H | C | C | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 64.67 | 12.07 | 66.46 | 11.57 | 65.60 | 11.02 | - | - | - | $1.1946^{NS}$ | Not sig. |

*Not Significant at 0.05 level of significance*

Table 4 shows the comparison in the emotional intelligence of B.Ed teacher trainees with different educational streams. The table shows that the mean scores of emotional intelligence of B.Ed teacher trainees with humanities stream is higher than the teacher trainees with the science and commerce stream. The significance of difference between the means is tested by F-test which was found to be insignificant at 0.05 level.

**Major Findings of the study**

1) In majority the Emotional intelligence of B.Ed. teacher trainees was found to be above average.

2) Gender has significant influence on emotional intelligence of Teacher Trainees.

3) Medium of Language has no significant influence on the emotional intelligence of Teacher Trainees.

4) Educational streams have no significant influence on the emotional intelligence of Teacher Trainees.

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