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About the Journal

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

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Editorial

India is a nation of 65% population below 35 years and about 290 million students are in schools and universities. Education is critical for the Indian development. The government of India has constituted a committee to formulate New Education Policy which will hopefully take care of the qualitative as well as quantitative concerns of in-school as well as out of school children and youth.

We need dynamism in our educational structure. Presently we find elementary, secondary and higher education isolated from each other. Universities do not take interest in elementary and secondary schools except complaining about the quality of their products.

Shalini Singh has tried to study awareness in elementary school teachers of Government and Public Schools about the Right to Education Act 2009. She has used RTE as independent variable and awareness as dependent variable. She has used Normative Survey Method. She made a tool to assess awareness among teachers. Overall results of the study is that teachers in government schools are more aware of RTE Act rather than teachers working in the Public Schools and male teachers were found to be better aware of RTE than female teachers.

Zehra Banu assessed the needs and subsequent expectations of Grade II teachers who undergo in-service training programme. Effort was made to analyze opinions of actual teachers working in the field.

M.A. Khan has tried to find out relationship between social maturity and adjustment of adolescent students of Government secondary schools in Delhi. Results indicated 45% students were highly social mature, 50% students were found to be average level. 27% were found highly adjusted while 68% were under average adjusted. High significant correlation (r-value: 0.54) existed between social maturity and adjustment.

Biswajit Behera conducted a study on Small Group Learning in Mathematics on High School Students. The learners were posed with a Mathematics Problem. When they encountered on the problem, curiosity through involvement was observed. The initiation for loud reading the statement and verbal computation of its solution was facilitated. Cooperation built up moved forward some to become leaders. Thus, SGL developed social behavior and cooperative problem solving which are essence of learning process.

Anita Arora has tried to ascertain that physical education contributes in growth and development of academic pursuit and influences their academic achievement. Edgington Scale for Attitude towards physical education was used and for academic achievement their marks in High School Examination were taken. Result revealed that even though their attitude towards physical education was positive it did not influence significantly their academic achievement. The attitude of male and female students towards physical education differed significantly.

Shelly Jain conducted assessment of adjustment of tribal adolescent students of Eklavya Model School at Shahpur Betul in Madhya Pradesh. Sample of 60, 30 boys and 30 girls between 16-18 years of age were selected. Level of adjustment was recorded on Bell Adjustment Inventory. There was significant difference in boys and girls adjustment as a whole. No significant difference was found in their adjustment in family, social adjustment and emotional adjustment.

Rekha Rani and Vijay Jaiswal have studied the implementation of Right to Education Act 2009 (RTE) in elementary schools. 20 elementary schools were randomly selected and result showed that RTE Act is partially implemented in Meerut city schools.

Rakesh Sharma tried to compare personality of secondary students belong to A, B, AB & O blood groups and found that blood groups effect Activity-Passivity and Enthusiastic and Non-enthusiastic trait of their Personality.

We hope some path breaking research in teacher education or some innovation in educational practices at teacher education or school level would be taken up during 2017 besides the usual status quo research studies.

Awareness in Elementary School Teachers of Government and Public Schools about Right to Education Act 2009

Shalini Singh

ABSTRACT

India is a country of villages. For maintaining equality in rural and urban areas, Government of India is providing equal opportunities to common people of both areas through this act. Thus, this act is also a via media between opportunities and the child population lying under 6-14 years age group. Plan of action prepared for children is an initiation towards the improvement in the educational status of children of rural areas, and as a result, the number of dropout students definitely will decrease. Today, we are dealing with the problem of bogging down status of education. Therefore, in the path of providing quality education, it is necessary to check the awareness about this act among citizens of our country. Keeping this view in mind, the researcher selected the most respectable post holders and fortune makers: the teachers, for the study. The researcher has used Right to Education (RTE) Act as independent variable and awareness of government and public school teachers as dependent variables. Normative survey method has been used for the study by the researcher. From list of schools of the district Ghaziabad, the selection of teachers was done through random cluster technique, and 30 elementary school teachers from government school and 30 elementary school teachers from public school were selected. Due to unavailability of the tool for measuring awareness of elementary teachers working in government and public sectors, the researcher has prepared self-made questionnaire for measuring awareness. The researcher prepared 40 items with 4 alternatives in all. For each correct answer of each item, 1 and 0 marks for each incorrect answer were provided to the teacher by the researcher. The reliability of the test was calculated by using Split Half Method and Spearman Brown Method, which scored .71. Face and content validity of questionnaire was calculated by the researcher. Total marks for correct answers was obtained, and obtained scores from government and public schools' elementary teachers were compared criteria wise. Two techniques were used for comparing both the group of teachers' statistical techniques ttest and percentage method for comparing both the groups from I to VII criteria of RTE Act. Overall result of the research is that teachers' working in government sectors is more aware than teachers' working in public sectors, and male teachers are more aware towards RTE Act 2009 than female teachers.

Keywords: Awareness, Right to education, Awareness about RTE, Government sector, Public sector, Elementary education, School teachers

INTRODUCTION

The agenda of Right to Education (RTE) was put first in the Legislative Assembly, also known as Imperial Assembly in the history of India by the great Indian leader Gopal Krishna Gokhale.

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Shalini Singh

In the journey of its development, a number of changes have been done and now it is with a new format before us. On 1 April 2010, the Right to Free and Compulsory Education Rule 2009 was applied throughout the country as an act. The act intends to universalise elementary education for children under the age group 6 to 14 years of the country and explains that they have the right to free and compulsory elementary education. No act ever is applied throughout the country without the assistance and interest of state governments of different states. That is why the Central Government of India passed it.

This act bounded up all the state governments to make free education for every child of India. In the light of this act, 25% seats are made reserved in government and public schools for weaker section of the society. If we see history of Indian version of RTE Act, we can realise that it has passed through so many changes in the last decade. In December 2002 through 86th Amendment in Article 21A (Part 3), elementary education of children under the age of 6-14 years has been treated as Fundamental RTE. In October 2003, first master plan of free and compulsory education bill was uploaded to website, and suggestions were invited from public. In January 2004, a revised plan of RTE Act was prepared and uploaded to the website. In June 2005, Central Advisory Board of Education council prepared RTE Bill and send it to the Ministry of Human Resource Development then to the Prime Minister through National Accreditation and Assessment Council. Subsequently in July 2006, Finance Council and Planning Commission rejected the bill due to lack of money, but after that, a model of the Act was prepared and sent to different states of the country for necessary action. On 19 July 2006, other organisations related with different committees were invited to plan and arrange conferences for thinking on effects of various Parliamentary decisions for preparing master plan of action on this matter. After undergoing so many changes, RTE Act in its new form is in front of us.

NEED AND SIGNIFICANCE

Today, we are dealing with the problem of bogging down status of education. Therefore, in the path of providing quality education, it is necessary to check the awareness about this Act among citizens of our country. Keeping this view in mind, the researcher selected the most respectable post holders and fortune makers: the teachers for the study. The researcher is of the opinion that only through the stakeholders the Act might be implemented in true sense all over the country. This idea motivated the researcher towards selection of teachers of elementary level working in government and private sector both.

OPERATIONAL DEFINITIONS OF KEY TERMS

Awareness

Here, the term stands for knowledge or perception of a situation or any fact.

Right to Education

The criterion of RTE Act discusses about the right of every child of country for taking free and compulsory elementary education because it is fundamental right of every child.

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Awareness about RTE

In the study, the researcher expected the teachers of government and private sector to be conscious about rules, regulations and norms of the Act.

Government Sector

For the sector which comes in the custody of Central or State Government, funding is done by the Government.

Public Sector

The sector which comes in the custody of stakeholders of society and fund is generated through itself.

Elementary Education

It means education of children under the age group 6 to 14 years from class I to VIII.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- 1. To measure the awareness about RTE Act among government school teachers of elementary level.
- 2. To measure the awareness about RTE Act among public school teachers of elementary level.
- 3. To compare the awareness between government and public school teachers of elementary level.

Hypothesis

There is no significant difference between the level of awareness about RTE Act among government and public elementary school teachers.

REVIEW OF RELATED LITERATURE

Islam and Chakraborthy (2011) studied that at which level the implementation has been successful for the children of 6 to 14 years age group in the field of elementary education. Singh (2012) conducted a study on implementation of RTE Act throughout the country and found that 24 states along with 4 union territories started the procedure for implementation of the Act. Dhaatri Resource centre for women and children (2012) studied educational status of primary education of scheduled tribes through an awareness campaign and concluded that there is a need of awareness among these children and their parents. Prashant *et al.* (2013) revealed a study in Morena district of Bihar and found that RTE Act still needs to be promoted. Although many researchers studied the RTE Act 2009 from their own point of view yet level of awareness at this problem is less. Therefore, to check the awareness in teachers of elementary level is unique as well as interesting in the field of education.

VARIABLES OF THE STUDY

Variables used in the study are as follows:

(1) Independent Variable

RTE Act 2009

- (2) Dependent Variables
- (i) Awareness of elementary level teachers of government schools.
- (ii) Awareness of elementary level teachers of public schools.

RESEARCH METHODOLOGY

Normative survey method has been used for the study.

Population and Sample

For the conduction of the study, first of all, the researcher took list of government and public schools of Ghaziabad district from DIOS Office, Ghaziabad, then by using lottery technique the researcher had selected 4 schools; 2 of government sector and 2 of public sector as sample. From these schools, the selection of teachers was done through Random Cluster Technique, and 30 elementary school teachers from government school and 30 elementary school teachers from public school were selected.

RESEARCH TOOL USED

Due to unavailability of the tool for the purpose, self-made questionnaire had been prepared for measuring awareness among elementary school teachers of government and public sectors. For preparing the questionnaire, the researcher followed all steps of test construction. First of all, the researcher had done the planning of the test, selection of test items, pre-try out, try out and developed final form of the test. The researcher prepared 60 items on all criteria of I to VII of RTE Act, then the discussion of eminent professors of different colleges. Thus, 10 items were rejected, and test with 50 items was administered on small sample of 10 teachers. Then, the researcher found after analysis of these questionnaires that most of the test. Thus, the final format of the test with 40 items was ready to measure level of awareness among elementary school teachers of government and public sectors.

Reliability of the Test

The researcher established reliability of the test through Split Half Method and calculated obtained scores by using Spearman Brown's Correlation Formula and found that on the basis of seven dimensions mentioned in the test value of reliability is .71.

Validity of the Test

The researcher established content and face validity of the test. For this purpose, the consent of experienced professors of different colleges was taken by the researcher.

Scoring Procedure and Data Collection

The researcher prepared 40 items with 4 alternatives in all. For each correct answer of each item, 1 and 0 marks for each incorrect answer were provided to the teacher by the researcher. Then, total marks for correct answers was obtained, and obtained scores from government and public schools elementary teachers were compared criteria wise.

Statistical Techniques Used

The two techniques were used for comparison of both the groups of teachers which are as follows:

(1) *t*-Test

(2) Percentage method for comparing both the groups from I to VII criteria of RTE Act.

Testing of Hypothesis

On testing the hypothesis 'That there is no significant difference between the level of awareness about RTE Act among Government and Public Elementary school teachers', following results were obtained:

Table 1: Showing significant difference between level of awareness about RTE Act in elementary
level government and public school teachers

Particulars	No. of	Mean	S.D.	ďf	Table	Level of Significan	nce
	Teachers				Value of t	.01 & .05	
Elementary teachers of government schools	30	23.5	5.73	58	3.47**	2.00 2.6	6
Elementary teachers of public schools	30	20.47	6.04				

** *t* value is 2.00 at .01 & 2.66 at .05 level, respectively.

RESULT AND DISCUSSION

On the basis of first type of analysis, the scores of calculated mean and S. D. of level of awareness of elementary teachers of government and public school were found 23.5 & 5.73 and 20.47 & 6.04, respectively. The value of calculated t is 3.47, which is greater than the table value of t on both the levels. Therefore the hypothesis is rejected, and it can be interpreted that there is significant difference between the level of awareness of elementary level government and public school teachers (Table 1).

On the basis of chapter-wise analysis of level of awareness about RTE Act in elementary level government and public school teachers, following percentage was found as a result (Graph 1):

1. Elementary teachers of government school have awareness about first part of the act (Preliminary) – 73.33% and public school teachers – 64.44%. Regarding first part of the Act, the result can be interpreted as government school teachers are more aware than public school teachers (Table 2).

Shalini Singh

Table 2: Showing chapter-wise percentage of level of awareness about RTE Act in elementary level government and public school teachers											
Particulars	I	П	Ш	IV	V	VI	VII	VIII	Total		
Elementary teachers	132	47	42	253	25	18	11	171	705		
of government schools	(73.33)	(78.33)	(70)	(60.24)	(41.67)	(30)	(36.6)	(53.64)	(58.75)		
Elementary teachers	116	42	36	240	19	14	8	139	614		

(57.14) (31.67) (23.33) (26.67) (42.12) (51.17)

(60)



Graph 1: Showing chapter-wise analysis of level of awareness in elementary level government and public school teachers

- Elementary teachers of government school have awareness about second part of the Act (Right to Free and Compulsory Education) – 78.33% and public school teachers – 70%. Regarding second part of the Act, the result can be interpreted as government school teachers are more aware than public school teachers. The reason of increase in the score of percentage of public school teachers might be sufficient awareness about Act.
- 3. Elementary teachers of government school have awareness about third part of the Act (Duties of Appropriate Government Local Authority & Parents) 70% and public school teachers 60%. The result shows that regarding duties of school committee, the teachers should increase their knowledge about it.
- Elementary teachers of government school have awareness about fourth part of the Act (Responsibilities of school and teachers) – 60.24%, and public school teachers – 57.14%. Respondents of both the groups only have general information of responsibilities of school and teachers, so it should be enhanced to run better education system.
- Elementary teachers of government school have awareness about fifth part of the Act (Curriculum & Completion of Elementary Education) – 41.67% and public school teachers – 31.67%. The data obtained show that all the respondents are not more aware than

of public schools

(64.44)

(70)

Awareness in Elementary School Teachers of Government and Public Schools about Right to Education Act 2009

curriculum and completion of the elementary education. It needs improvement so that collapsing system of education is checked.

- 6. Elementary teachers of government school have awareness about sixth part of the Act (Protection of Rights of Children) 30% and public school teachers 23.33%. The result shows although government school teachers are more aware about protection rights of children than public school teachers, yet the figure is unsatisfactory. Hence, study material regarding Laws of Protection should be provided to them, and seminars on the topic should be conducted for them.
- Elementary teachers of government school have awareness about seventh part of the Act (Miscellaneous) – 36.67% and public school teachers – 26.67%. Percentage shows that all respondents are not much aware about this part of Act. Therefore, overall level of awareness of both the groups should be enhanced through contact programmes.
- 8. Elementary teachers of government school have awareness about eighth part VIII of the Act (General Information) 53.64% and public school teachers 42.12%. The figures of percentage show that level of general information of government teachers is better than teachers working in public schools. Its reason may be the more pressure of following rules and regulations in government schools than public schools.



Graph 2 shows that there is a significant difference in level of awareness of elementary level teachers of government and public schools. Overall percentage of awareness about the Act 2009 in teachers working in government schools is 58.75% and in teachers working in public schools is 51.17%. On the basis of above results, it can be interpreted that although there is a need to enhance knowledge of both the groups yet government teachers of elementary level are more aware than teachers of public schools of same standard.

MAJOR FINDINGS OF THE STUDY

- All respondents whether they belong to government or public sector have good awareness about medium of instruction and accept the fact that it should be in mother tongue.
- Most of the respondents were aware about the child-centred curriculum, and it is to be followed in the schools.
- All respondents whether they belong to government or public sector have good awareness of minimum working hours for teachers in a week.
- > Few respondents were not fully aware with the rules and regulations of RTE Act 2009.
- > Few respondents were not fully aware about duties of school management committee.
- > All respondents had good awareness about the reservation policy for backward children.
- All respondents had good awareness about midday meal. There was only slight difference between awareness of government and public teachers.
- All respondents whether they belong to government or public sector had good awareness about rules like ban on capitation fees, corporal punishments, detention expulsion and private tuitions.
- All the teachers had good awareness about the norms and standards to establish school specified by the RTE Act 2009. Its reason may be that every school is following these standard and norms.
- Most of the respondents were not aware about minimum working days for elementary teachers in an academic year.
- Only few respondents had good awareness about National Commission for Protection of Child Rights.
- Overall result shows that male teachers are more aware towards RTE Act 2009 than female teachers.

CONCLUSION

Thus on the basis of result, awareness plays an important role in determining the performance in the workplace. Review of related literature also supports that there is a need to make aware teachers of elementary level along with the common people. To enhance the level of awareness of teachers working at elementary schools awareness programme, orientation and refresher courses should be introduced in Teachers' Training Colleges. Awareness in Elementary School Teachers of Government and Public Schools about Right to Education Act 2009

Educational Implications of the Research Work

The findings of the present study will serve as

- ▶ Base for those research scholars who are conducting research related to RTE Act 2009.
- Guide to principal and administrators in creating awareness, so that it may be implemented well.
- Motivates parents so that they can avail the services and schemes of Government.
- Prepares a pathway for school authorities so that they organise seminars, in service teacher training programmes like workshop, refresher courses and others to enhance awareness of teachers.

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Study of the Need and Expectations of Grade II Teachers (Senior teachers) from In-service Training Programme

Zehra Banu

ABSTRACT

Teacher education is the pivot of the education system of a country. Owing to its great responsibility of preparing qualitative teachers- who in turn are the base for qualitative educational system, as has always been said that no society can rise above the level of its teachers. This vital area of teacher education have two facets, pre-service teacher education and in-service teacher education. The pre-service teacher education deals with the preparation of the novel teachers via the courses of B.Ed. and M.Ed. run in the various education universities in the country. The other important facet that is in-service teacher education deals with the training and regular orientation programme of the field teachers. It is here that the present research proposal was undertaken to assess the actual need of the field teachers regarding their training needs, as the government spends a fair budget to nurture the working teachers and orient them with the changing demands of the profession. The present research aims at identifying the real needs of these working teachers so that in accordance with it, an effective training module could be developed so that the efforts and expenses incurred in it could find its real use.

Keywords: Grade II Teachers, IN-service, NCF, RTE, ICT, CTE, CCE

A research project was undertaken under the Central Government sponsored scheme of Ministry of Human Resource Development (MHRD) in College of Teacher Education (CTE) department by the researcher Dr Zehra Banu at Vidya Bhawan GS Teachers College on the topic 'Study of the need and expectations of Grade II Teachers from In-Service training programme'. The research was aimed at accessing the actual training needs of Grade II maths and science teachers from the workshops organised for them during their teaching period. It took into enquiring about, what are the topic which really needs to be revised by them, what all knowledge they really lack and want to gain through these training programmes, what is the best method of organisation of these workshops and the venue and the structure of these workshops to find out the opinion of the actual field teachers who are really working in the field and for whom these workshops are organised. If such need and expectations are assessed before the designing of the in-service training workshops, then indeed the time and expenditure incurred in these workshops would find their real utility; otherwise, the efforts and money incurred in these programmes gets wasted and no training outcomes are achieved.

The main objectives of the research project are as follows:

1. To find out the problem areas of content as faced by the Grade II teachers of science and maths.

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- 2. To find out the lacuna of the areas of information regarding innovations and recent trends to science and maths as faced by the Grade II science and maths teachers.
- 3. To find out the expectations of Grade II science and maths teachers from the in-service training programmes of CTE with regards to organisational pattern, duration and time.

The research work was delimited to Udaipur district and to the Govt. Sr. Sec. Schools of urban and rural areas having science and maths subjects.

Survey method was employed, and two separate questionnaires for science and maths teachers were respectively designed and standardised for assessing the opinion of the teachers.

A sample of 40 teachers, 20 maths and 20 science, 10 from rural and 10 from urban schools, respectively, was randomly chosen.

District	School	Maths Teachers	Science Teachers
Udaipur purposively	10 Rural sr. sec. school	10	10
chosen	10 Urban sr. sec. school	10	10
		20 20	
	20 Schools random selection	40 Teachers rando	omly chosen

S.No.	ComponentArea	Response %						
			Rural			Urban		
		Yes	No	Un- certain	Yes	No	Un- certain	
Ι	Content knowledge requirement	80	8	12	94	6	_	
П	Innovation knowledge requirement	72.3	13.3	14.4	68.8	12.2	20	
III	Educational technology method	80	17.7	2.3	91.2	3.3	5.5	
IV	Child-centred method	65.5	26.2	8.3	63.3	23.3	13.4	
V-A	Workshop organisation method							
	i) Group	80	_	20	90	-	10	
	ii) Lecture	60	30	10	10	70	20	
	iii) Project	60	30	10	50	20	30	
V-B	Time							
	i) Session start	90	_	10	80	10	10	
	ii) Mid session	40	60	-	50	50	-	
	iii) Session end	40	60	—	40	40	20	
	iv) Summer vacation	40	60	-	30	60	10	
V-C	Duration of workshop more than 5 days	60	40	_	40	60	_	
V-D	Venue: home town	100	_	_	100	_	—	
V-E	Residential	40	60	-	-	100	-	

Table 1: Grade II maths teachers' responses

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Statistics of percentage was applied for evaluating the data.

Through the analysis of the data collected regarding the need and expectations of Grade II maths and science teachers of sr. sec. schools, the results assessed are tabulated in Tables 1 and 2 respectively

From the analysis of the data, it was concluded that

- 1. More than 60% of Grade II science and maths teachers of both urban and rural areas needed the in-service training programme to incorporate sessions on content knowledge, new trends, innovations, child-centered approach and inclusions of technological inputs in the workshops.
- 2. More than 60% teachers responded in favor of organising the workshop at the start of the new session and extending the duration of workshop for more than 5 days.
- 3. 100% of the teachers wanted the workshops to be organised in their hometown.
- 4. More than 70% of the teachers welcomed non-residential workshop organisation.

Findings lead to the research suggestions that the CTE departments should plan the in-service training programme for Grade II science and maths teachers in such a way that it incorporates

S.No.	ComponentArea	Response %						
			Rural		Urban			
		Yes	No	Un-	Yes	No	Un-	
				certain			certain	
Ι	Content knowledge requirement	70.4	27.1	2.5	81.7	17.1	1.24	
Π	Innovation knowledge requirement	70.1	24.4	5.5	76.8	18.8	4.4	
III	Educational technology method	80	18.8	1.2	81.2	18.8	-	
IV	Child-centred method	71.6	23.3	5.1	86.8	6.6	6.6	
V-A	Workshop organisationmethod							
	iv) Group	90	_	10	60	10	30	
	v) Lecture	50	50	-	50	30	20	
	vi) Project	60	20	20	50	30	20	
V-B	Time							
	v) Session start	70	_	30	60	20	20	
	vi) Mid session	30	60	10	30	60	10	
	vii) Session end	70	10	20	60	30	10	
	viii) Summer vacation	50	20	30	60	20	20	
V-C	Duration of workshop more than 5 days	60	40	-	100	-	-	
V-D	Venue: Home town	100	-	-	100	-	-	
V-E	Residential	20	70	10	_	80	20	

Table 2: Grade II science teachers' responses

Study of the Need and Expectations of Grade II Teachers (Senior teachers) from In-service Training Programme

dimensions of critical content, along with recent development, making the approach learner centered and including Information and communication Technology (ICT) in practical exposures including novel concepts of Continuous and Comprehensive Education (CCE), Right To Education (RTE) and National Curriculum Framework (NCF).

The plan of in-service programmes should be at the start of new session and not in between the session or in summer vacations. Also duration should be elongated from 5 days, and efforts should be made to depute teachers to their hometown venue making the workshop non-residential so that the true training outcomes could be achieved and useless expenses of time, money and effort could be saved.

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Study of Relationship between Social Maturity and Adjustment of Government School Students

Mohsin Ali Khan

ABSTRACT

The present study aims to find out the relationship between social maturity and adjustment of adolescents studying in government secondary schools of Delhi. Sample comprises randomly selected a total of 80 students of class 9 from four government secondary schools. Standardised tools of social maturity and adjustment were used for data collection. The major findings of the study indicate that government secondary school students (45%) were found high socially mature and 50% were reported under average socially mature category, whereas around 27% students were found highly adjusted and 68% were reported under average adjusted category. A high significant correlation (r-value 0.54*) was calculated seen between social maturity and adjustment among students, which indicates that government school students are more socially mature and well adjusted, and social maturity influences the adjustment. Thus, it was concluded that more socially mature person is better adjusted in any environment and vice versa.

Keywords: Social maturity, Adjustment level, Positive correlation, High level social maturity, Average level social maturity, Social immature, Highly adjusted, Average adjusted, Maladjusted

INTRODUCTION

Development is an essential aspect for the individual as well as the process of socialisation. Development depends upon the maturation and learning which is concerned with the force, inside as well as outside of the individual. How an individual performs in an environment also depends largely on how he is socially mature and has adapted or adjusted to it. School is an institution which contributes to the total educational and socialisation process directed to the development of personality of an adolescent (Clausen, 1968). School environment includes relationships among and between administration, teachers, parents, students and the community that influences overall development.

Meaning of Social Maturity

Man is a social animal, and his existence without social set-up can hardly be imagined. Parents, family members, neighbours, peer groups, society and others expect him to behave in a socially acceptable manner and to learn the ways to interact with them. Social maturity produces a climate of trust, harmony, active cooperation and peaceful coexistence, whereas social immaturity, on the other hand, produces a climate of fear, discord, confrontation and one war after another. This ability to function in an appropriately responsible manner while understanding

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the social rules and norms in place in a given culture, and the ability to use that knowledge effectively is known as social maturity. Social maturity as a function of some psychosocial adjustment is detailed in the following sections.

Meaning of Adjustment

Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It connotes conformity; it deals with the way an individual adapts to his environment and demand of life. Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within.

Adjustment may be of several types, but the main four categories are home adjustment, health adjustment, emotional adjustment and social adjustment. Emotional adjustment and social adjustment play a key role in one's life in any environment. The level of adjustment also seriously effects our daily life, and a person who has better level of adjustment can succeed and survive longer as compare with a nonadjustable person (Raju and Rahamtulla, 2007).

Adjustment and Social Maturity

The behaviour of an individual depends on maturation and learning; maturation also helps the process of self-adjustment. Studies have indicated that socialisation plays an important role in social maturation and social adjustment. Much of a child's behaviour is determined by the process of socialisation, through it a person prepares his life in a society at a given time. A child is called socialised when he behaves in accordance with certain norms of the group in which he is born and raised (Ambedkar, 2013).

Need of the Study

Social maturity produces a climate of trust, harmony, active cooperation and peaceful coexistence. It is the ability to tolerate and adjust frustration with stress while attaining tolerant outlook; a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. At present, revolutionary changes are taking place in different fields and to cope up with such abrupt changes environmental adjustment becomes necessary. To keep pace with the changing society, one has to make changes in oneself as per the need of the environment. So, the individual has to constantly make changes within oneself to make the adjustment possible. School plays a vital role in the development of children as they spend most part of their daytime in attending school, engaging in extracurricular activities and even at home engaged in scholastic work (Gupta and Gupta, 2011).

Studies reveal the positive effect of social maturity on the overall behaviour of a person, and at adolescence, this maturity governs the overall behaviour of growing children almost everywhere in life.

Surveys of educational research reveal that no systematic attempt has yet been made on the relationship between social maturity and adjustment of secondary students thus researcher has taken this topic for the study. In the present study, the researcher has tried to find out the

level of social maturity and adjustment level of adolescents studying in government secondary schools of Delhi.

Statement of the Problem

Study of Relationship between Social Maturity and Adjustment of Student Studying in Government Schools

OBJECTIVES

- 1. To study the status of social maturity of the students studying in government secondary school.
- 2. To study the status of adjustment of the students of government secondary school.
- 3. To find out a relationship between social maturity and adjustment of the students of government secondary school.

Hypothesis

The null hypothesis has been formulated for the study.

Null Hypothesis (H0)

There is no significant correlation between social maturity and adjustment among the students of government secondary school.

Operational Definitions of Key Terms

Social Maturity: The ability to function in an appropriately responsible manner, whereas understanding the social rules and norms of a place in a given culture and the ability to use that knowledge effectively is known as social maturity.

Adjustment: Adjustment is a psychosocial process which describes the ways and means of an individual's adaptation to his/her self to their environment in terms of success or failure.

Govt. Secondary School Students: The students studying in class 9 and 10 in any recognised Govt. schools are called government secondary school students.

Delimitations

- 1. The study was limited to the North-East district of Delhi.
- 2. Four government secondary schools of east district of Delhi were selected to get a total sample of 80 students.
- 3. Only class 9 students were taken for the study.
- 4. Standardised tools were used to collect the data.

RESEARCH METHOD

Descriptive research survey is the most popular in educational research. It provides a sound database for other kinds of research (Singh, 2009). The present study followed the design of

a 'Normative Survey Research Method' to find out the status of social maturity, adjustment level of the students and also the relationship between these two variables.

Variables: The present study has two main variables described as follows:

Independent Variable: The independent variable is that factor which is measured, manipulated or selected by the researcher to determine the relation to an observed phenomenon. In this study, social maturity was taken as independent variable.

Dependent variable: The dependent variable is not a factor to be observed and measured to determine the effect of the independent variable. In this study, adjustment was taken as dependent variable.

Population: All the students of all government secondary schools of North-East district of Delhi were considered as the population for study.

SAMPLE

The simple random sampling technique (lottery method) has been applied to select the sample of 80 students of class 9 from four Govt. secondary schools of Delhi for the purpose of this study.

Tools Used

For the present study, the standardised tools of social maturity constructed by Dr. Roma Pal (Agra University) and adjustment inventory by Dr. Harmohan Singh were used for data collection.

Procedure of Data Analysis

The data was analysed quantitatively as well as qualitatively by using: data tables, mean, percentage, product moment coefficient of correlation (r) and pie diagram.

Tabular Presentation of Analysed Data

Data is the main source of any research, thus, its classification and arrangement should be done cautiously to get useful results. Generally, data are being kept in lists and tables so that we can understand and analyse it as per the need of research (Mangal, 2007).

Analysis and Interpretation of Data

As per the first objective of the study, Table 1 shows the level of social maturity of the selected students of Government secondary schools of North-East district of Delhi. Keeping in mind the obtained raw scores of all students, it was concluded that 15% students possess very high level of social maturity, whereas 30% students show high level of social maturity (high socially mature). 50% students have shown average level social maturity, whereas only 05% recorded under low level of social maturity (socially immature). None or 0% students have shown very low level social maturity.

As per the second objective of the study, Table 2 shows the level of adjustment of selected students studying in Government secondary schools of North-East district of Delhi. After

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Table 1	Fable 1: The table shows number and percentage of student's Social Maturity level									
S.No.	Social Maturity Level	No. of Student N = 80	Percentage of Student	Interpretation/Results						
1.	Very high level	12	15.00	*15% students show very high level of social maturity						
2.	High level	24	30.00	30% students show high level of social maturity						
3.	Average level	40	50.00	50% students show average level of social maturity						
4.	Low level	04	05.00	5% students show low level of social maturity						
5.	Very low level	None	00.00	None of students show very low level of social maturity						

Table 2: The table shows number and percentage of student's Adjustment level

S.No.	Adjustment Level	No. of Student N=80	Percentage of Student	Interpretation/Results
1.	High level	21	26.25	26% students show high level of adjustment
2.	Average level	54	67.50	27% students show average level of adjustment
3.	Low level	05	06.25	6% students show low level of adjustment
4.	Very low level	00	00.00	None of students show very low level of adjustment

analysing the obtained raw scores of all students, it was concluded that 26.25% students possess high level of adjustment, whereas 67.50% students show average level of adjustment (normal level). Only 06% students have shown low level of adjustment. None or 0% students have shown very low level of adjustment.

As per the third main objective of the study, Table 3 shows the equal sample distribution based on social maturity (N = 80) and adjustment level (N = 80). The obtained value of coefficient of correlation r = 0.54 (significant at both the levels 0.01 & 0.05 of significance) indicates a strong positive correlation between two variables that is social maturity and adjustment level.

Table 3: The table showing relationship between social maturity and adjustment

S.No.	Type of Variables	Sample Size (<i>N</i>)	Degree of Freedom (D.F)	Correlation Value (r)	Inference/Result
1.	Social maturity	80	N-2=78	r=0.54	*Significant at 0.01 &
2.	Adjustmentlevel	80	<i>N</i> -2=78		0.05 levels

Study of Relationship between Social Maturity and Adjustment of Government School Students

Thus, the 'Null Hypothesis' that there is no significant relationship between social maturity and adjustment level of students was '*Rejected*'. It elaborates that social maturity highly influences the adjustment of students that is a more socially mature person is more adjustable in any environment and vice versa.

FINDINGS AND RESULT DISCUSSION

Major findings of the present study are being listed as follows:

- ★ As per the first objective of the study, the status of social maturity of majority of the students of government secondary school was found of high level (45%) and average level (50%). Only 5% students were reported in low level or *socially immature category*. No student was found under very low level of social maturity or *highly socially immature category*.
- ★ As per the second objective of the study, the status of adjustment of majority of the students of government secondary school was found of high level (26.25%) and average level (67.50%). Only 6.25% students were reported in low-level nonadjustable category. No student was found under very low level of adjustment or mal-adjustable category.
- No student was found under very low level of social maturity or *highly socially immature category*.
- No student was found under very low level of adjustment or mal-adjustable category.
- The overall results show that majority of the students were found good or proper socially mature and well adjustable in nature. Very less number of students was reported in *socially immature* and *nonadjustable category*.
- A high degree of positive correlation ($r = 0.54^*$) between social maturity and adjustment was found, which indicates that social maturity highly influences the adjustment in this particular study.

There is an imperative need to check the social maturity and adjustment level of the students for good academic environment and outcomes in all central board of secondary education CBSE-recognised government schools of Delhi. This could only be possible when all concerned teachers and principals should take care, give proper attention to each student in academic and social settings.

Implications of Study

- The major findings of the study reveal that a high degree of positive correlation between social maturity and adjustment was found, which can be verified with earlier studies too.
- Social maturity and adjustment level of students were found good and average which reflect that they can do better in academic and non-academic areas.
- > Therefore, the results of present study will provide good academic and social environment for students to get better output in future.
- This study may help students to improve their personality, achievement and teachers their performance.

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Study of Learners' Behaviour in Small Group Learning (SGL) of Mathematics

Biswajit Behera

ABSTRACT

A study on small group learning was conducted on high school learners. The learners were posed with a mathematical problem. When they encountered on the problem, curiosity through involvement was observed. The initiation for loud reading the statement and verbal computation of its solution was facilitated. Cooperation and assistance to each other in their procedural work helped to build up one-to-one relationship which promoted friendship to someone. Some learners moved forward to lead the group while translating the information into written work. It was an opportunity to work together towards solving the problem in time. After all, confidence, leadership and interpersonal relationship through control of anger were the hallmarks of their social behaviours. Hence, it was understood that both social behaviour as well as problemsolving behaviour are the essence of learning process.

Keywords: Constructivism, Constructivist learning, Small group learning (SGL), Problem solving behavior, Social behavior

INTRODUCTION

The traditional teaching is textbook guided and teacher centred. The emphasis is on excellence in cognitive domain only. The teacher is doing a disproportionate amount of work. The learners are often passive, waiting for the direction or waiting for the opportunity to respond to the teacher. The classrooms are out of touch of the target group and fail to prepare students for the real world. Research studies showed that even students who score well on standardised tests often are unable to successfully organise the memorised facts with real-life applications (Yager, 1991). This is inadequate for the comprehensive growth of the students. Therefore, the traditional teacher-centred learning is outdated. It fails to encourage students to work together, to share ideas and information freely with each other or to extend their intellectual capabilities. The fact is that learning has become a source of burden and stress on children. Therefore, NCF-2005 proposes five guiding principles for curriculum development: (i) connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum so that it goes beyond textbooks; (iv) making examinations more flexible and integrating them with classroom life and (v) nurturing an overriding identity informed by caring concerns within the democratic polity of the country. A shift from using textbook to emphasise learning through real-life problem-solving is needed. One solution for this cause is to change the focus of the classroom from teacher-dominated

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to student-centred using constructivism approach. Constructivism is a paradigm shift towards developing classroom environment into a congenial atmosphere of active learning.

Perspectives of Constructivism

The basic tenet of constructivism is that new knowledge develops out of a process of construction. Learning takes place within some socio-cultural setting, in which we can think of social action as well as social interactions. It takes place from interactions, discussions with the environment around and through peer collaborations; adult cooperation and people both through actions and through languages (Vygotsky, 1978). The learners construct their own understanding of new ideas through sharing. They don't simply mirror and reflect what they read. Learners look for meanings in the things and events of the world. The different strategies of constructivist learning are collaborative learning, cooperative learning, problembased learning, small-group learning (SGL) and others that put the learner at the centre of the learning. This approach recommends various means to facilitate learning. For example, teachers should incorporate learner's prior experience into the learning process; emphasise on higher order thinking, problem-solving, inquiry and active engagement with learning tasks, individual development, cooperative learning and reflective thinking. Simulations, role playing, multimedia learning environments, case studies, dialogue, scaffolding and learning by collaboration are instructional strategies that could be used in constructivist learning environments. Portfolios, peer coaching, doing assignments and projects, discussion, problem-based learning, discovery learning and use of concept mapping are other instructional strategies of constructivist learning.

Principles of Constructivist Learning

Constructivists argue that pupils are active knowledge constructors. The basic goal of learning addresses the question, how pupils learn? It advocates a 'transformative' approach to learning in opposition to 'transmission' of knowledge. Hence,

- Learning is always active process Pupils construct their own meaning. They are not concerned about 'getting the only right answers' rather they discover multiple answers.
- Learning is construction of knowledge It is sharing of knowledge through interactions and discussions.
- Learning is scaffolding The mentor suggests resources, gives prompts, tasks and questions supporting learning.
- Learning is cognitive coaching It develops their thinking, builds problem-solving skills and makes them reflective.
- Learning is reflection It allows pupils to discuss their findings, ideas to reach at their solutions.
- Learning is problem-solving Pupils develop their independent thinking, meaning making about the hypothetical outcomes.
- Learning is collaboration There is peer assistance, cognitive apprenticeships and reciprocal teaching to build their knowledge.

Study of Learners' Behaviour in Small Group Learning (SGL) of Mathematics

Small Group Learning (SGL)

SGL is a teaching–learning style, in which the learners determine their own learning needs based on the problem they encounter. This is the learner-centred approach of learning. It requires that learners work in small groups. A total of 5-10 learners constitute the small group. Collaboration & cooperation within the group is an important element. The type of collaboration in the small group includes peer support, assistance, interaction & negotiation to acquire new information.

SGL is based on the promotion of conceptual understanding rather than memorisation of facts. As the learners work for solutions, they must collaborate and negotiate within the group to find out solutions. The learners take one another's help while listing out the data. Convincing one another in framing the tentative solution and finding resources required for the solution, making agreement on these aspects are the key components of group learning. This develops their power of empathy. They can construct their knowledge vis-à-vis develop communication and interpersonal skill. They can develop respect for one another's contributions and find the way to be encouraged. Other skills like problem-solving behaviour, overall positiveness, ability to resolve disagreements, interpersonal behaviour, helping behaviours and others can also be developed. Therefore, a study on small group in learning of mathematics was undertaken to highlight the above components of constructivism.

OBJECTIVES

The study was undertaken

- To study problem-solving behaviours of the students during SGL.
- To study social behaviours of the students during SGL.
- To understand the effectiveness of SGL.

METHODOLOGY

Sample: Out of 120 students of ninth standard comprising three sections studying in S.V. International school, Gandhidham, only 10 students were selected for SGL.

Tools: The following instruments were used to study the effectiveness of SGL.

• Teacher-Made Screening Test

A teacher-made screening test consisting 20-objective type items was developed on five areas of mathematics. It was an achievement test. This test was used for selecting the learners into small group.

• Problem-Solving Task

To carry out the SGL, a problem-solving task on arithmetic related to daily life situation was developed.

• Coders Observation Rating Scale

A five-point rating scale was used to rate the positively influenced as well as negatively

influenced behaviour of the students during group work. The points of the scale are very true, largely true, partly true, not sure and false with numerals ranging from ± 4 , ± 3 , ± 2 , ± 1 and 0, respectively.

RESULTS

Descriptive Analysis

The problem solving as well as social behaviours which were demonstrated during the group work explain the following results (Table 1 AND Graph 1):

- 1. There was total involvement of learners, and none were angry in the group.
- 2. Fifty per cent of the learners lacked in declaring the statement of the problem properly.
- 3. Sixty per cent of the learners were unknown in the steps/procedures of the solution.
- 4. Sixty per cent of the learners were not able to calculate correctly. They lacked in computation skill.
- 5. Absolute cooperation among the learners was observed, as none were complaining and irritable within the group.
- 6. Ninety per cent of learners had built one-to-one relationship resulting acquaintance within the group, and none were discontented in the group work.
- 7. Twenty per cent of the learners in the group were trying to lead the group that is facilitating the group during translation of information.
- 8. Twenty per cent of learners were found shy/not coming forward.
- 9. Twenty per cent of learners were uncomfortable in the group. That means most of all were at ease.
- 10. Seventy per cent of learners built self-confidence during the work, and rest were trying to manage the work.



Factor Analysis

Factor analysis aims at grouping the original input variables into factors which account for one or more input variables. This statistics was used to identify two factors covering a total of 11 variables. These two were problem-solving factor and social factor. The input variables of problem-solving factor were X2, X4, X5 and X8. Similarly, social factor included the variables of X1, X3, X6, X7, X9, X10 and X11.

The scores of rating of behaviours of 10 respondents were calculated; the product moment correlation coefficients were found. The correlation coefficient matrix was prepared in Table 2.

Table 3 illustrates the matrix of factor loadings. In this table, each community (h2) represents the proportion of variance in the corresponding row variable and is accounted for by the two factors. For instance, 43% of the variance in variable-1 is accounted for by the centroid

Sr.No.	Positively influenced behaviour (PIB) vs Negatively influenced behaviour (NIB)	PIB Total (a) vs NIB Total (b)	% of a vs % of b	Total + a~b
X1	Trying to involve/convenience others vs.	35	100	35
	getting energy	0	Nil	
X2	Pointing mistakes in calculation vs. blaming	10	90	6
	others for mistakes	-4	10	
X3	Co-operation in works vs complaining and	36	100	36
	quarrelling in solving the solution	Nil	Nil	
X4	Organization of steps for its solution vs	14	90	13
	trouble maker in calculation	-1	10	
X5	Frequently checking the steps for the solution	17	80	11
	vs tracing the solution in single handed	-6	20	
X6	Interested actively vs shows signs of	26	80	22
	becoming bored	-4	20	
X7	Results intimate friendship vs unhappy in the	33	100	33
	present job of work	0	Nil	
X8	Serious, attentive, making questioning for	19	70	13
	doubt clarification vs look for opportunity	-6	30	
X9	Adjustment in others emotional reactions vs	27	80	19
	shy in nature	-8	20	
X10	Building one-to-one relationship vs deferring	25	90	21
	others view	-4	10	
X11	Feel producing after solution of the problem vs	28	100	28
	development of negative attitude towards group	0	Nil	

Table 1: Rating of behaviours

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Table 2	able 2: Correlation coefficient matrix										
	Variables										
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X1	1	0.072	0.408	0.550	0.160	0.000	0.218	0.091	0.562	0.059	0.000
X2	0.072	1	0.229	0.695	0.336	0.725	0.458	0.342	0.628	-0.267	0.802
X3	0.048	0.229	1	0.550	0.454	-0.149	0.534	0.730	0.029	0.188	-0.166
X4	0.550	0.695	0.550	1	0.353	0.547	0.632	0.300	0.645	0.000	0.350
X5	0.160	0.336	0.454	0.353	1	0.000	0.647	0.875	0.581	-0.193	0.160
X6	0.000	0.725	-0.149	0.547	0.000	1	0.333	-0.166	0.485	0.166	0.745
X7	0.218	0.458	0.534	0.632	0.647	0.333	1	0.547	0.435	0.377	-0.089
X8	0.091	0.342	0.730	0.300	0.875	-0.166	0.547	1	0.645	-0316	0.091
X9	0.562	0.628	0.029	0.645	0.581	0.485	0.435	0.645	1	-0.389	0.562
X10	0.059	-0.267	0.188	0.000	-0.193	0.166	0.377	-0.316	-0.389	1	-0.755
X11	0.000	0.802	-0.166	0.350	0.160	0.745	-0.089	0.091	0.562	-0.755	1

Table 3: Matrix of two factor loadings

Variables	Centroid factor-1	Centroid factor-2	Communality (h2)
X1	0.47	0.46	0.431
X2	0.76	0.41	0.745
X3	0.58	0.55	0.638
X4	0.86	0.19	0.775
X5	0.66	0.56	0.748
X6	0.56	0.57	0.637
X7	0.77	0.35	0.714
X8	0.63	0.64	0.805
X9	0.79	0.37	0.760
X10	-0.01	0.66	0.4351
X11	0.42	0.77	0.768
Eigen value	4.408	3.048	7.456
Proportion of total variance	0.40(40%)	0.27(27%)	0.67(67%)
Proportion of common	0.60	0.40	1.00

factor - 1 and 2, and the remaining 57% of the total variance in this variable attributed to errors. Similarly, 74%, 63%, 77%, 74%, 63%, 71%, 80%, 76%, 43% and 76% of variances are accounted for two factors in variable 2, 3, 4, 5, 6, 7, 8, 9, 10 and 11, respectively.

The rows at the bottom of Table 3 give us information about the usefulness of the two factors in explaining the relations among the 11 variables.

- i. The eigenvalue or common variance of centroid factor 1 = 4.408 (greater than 1).
- ii. The eigenvalue or common variance of centroid factor 2 = 3.408 (greater than 1).
- iii. It was confirmed as per the 'eigenvalue greater than 1' criteria. Hence, variables producing two factors were meaningful.
- iv. The proportion of total variance of factor 1 = 40%.
- v. The proportion of total variance of factor 2 = 27%.
- vi. It revealed that 67% of the total variance was common variance.
- vii. The proportion of common variance of factor 1 = 60%.
- viii. The proportion of common variance of factor 2 = 40%.

Thus, it was concluded that the two factors together 'explain' the common variance.

DISCUSSION

Two meaningful factors in SGL were observed. The first was problem–solution behaviours, related to learning such as step-by-step description of how to solve a problem or part of a problem. The second was social behaviours developed during group work.

Cognitive Perspective

From **Cognitive Perspective**, the problem statement was read loudly by the facilitator of the group. The students communicated about 'the facts known' in the problem to each other. It was seen complete involvement of each student. Mathematics learning is based on certain problem-solving skills. Declarative knowledge, procedural knowledge, mental computation, checking and estimating the result and others are some of cognitive problem-solving skills (Randhawa, 1994). It was observed that 50% of students were lacking in declarative knowledge. Five students were able to recognise the 'given data' and relate with 'needs to know data'. They were able to organise the steps for its solution. There was consensus among all in making the list of 'data given' and 'data needs to know'. Almost 60% students were lacking in verbal computation as well as in procedural knowledge. Four students were able to proceed with the steps, and others were following. Six students were failed to calculate. One student was blaming for mistakes. It may be due to his wrong notion about the multiplication table or lack in recalling the operation of mathematics. It was sure that the problem which was presented to them was solved through means-end approach. The lacking in procedural knowledge may be due to the unsuccessfulness in computation. The cognitive load of the group was recognised by few but problem solution through cooperation, collaboration was seen among all. It was success of the team work. It may be argued that students were more likely to be aware of what others do not understand and give explanations that can easily be understood. In doing so, students demonstrated their capacity to share each others' learning as a consequence to better understand to others. Scaffolding with each others' learning towards solution of the problem was taken place. It works with one's Zone of Proximal Development (Vygotsky, 1978).

Affective Perspective

From Affective Perspective, the students have built interpersonal relationship and confidence during the work. Group work promoted cooperation. A sense of belongingness within the group was developed. The finding is supported by research study of Cohen (1994) which reported that SGL is recognised as a strategy that promotes socialisation. Another study on cooperative learning by Slavin (1995) reported in the same line that children develop a sense of 'group' as they recognise the need to help and share each others' learning. Further, SGL provides an opportunity for training of leadership to lead the group for reaching at a solution. Such social benefits that accrue to students from cooperative group learning experiences have also documented by Kamps (1994), Slavin (1995) and Lemetais (1997).

RECONCILIATION

Although the learning was grounded with problem solution, the social behaviours were also located. From factor analysis, it was estimated that learning took place with 40% contribution of problem–solution behaviours and 27% of social behaviours of the group.

The actual work performed was the combination of both problem–solution behaviours and social behaviours. Hence, emphasis on cognitive aspect alone will be failure of learning. So, one should pay special attention to the hidden social aspect during classroom teaching and learning.

Implication of the Study

We find that in schools, the teaching-learning procedure is focused to some specific groups, whereas neglecting others which results poor learning. To make learning more enjoyable, learning-centred small group experience finds an effective strategy. The SGL is beneficial in promoting problem-solving skills and also maintaining the social and emotional order among the students. Thus, school learning for cognitive and affective development of the child can be accomplished through SGL strategy. Therefore, students need to be taught & trained the small-group skills that are necessary for successful cooperation and learning.

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A Study of the Influence of Attitude towards Physical Education on Academic Achievement of the Students Studying in High School

Anita Arora

ABSTRACT

In the present time, it is realised that the laying emphasis on academic pursuit could not help the children in their growth and development, and that, physical activities could make a valuable contribution in achieving this objective. 'The scholar's mind in the athlete's body is a valid idea of sport in education rather that sport versus education'. This statement of Cowell and France tells about the modern concept of the physical education. They believe that education based on the experiences in the classroom alone cannot face the challenges of the times. So, the present study was aimed at assessing the influence of attitude towards physical education on academic achievement of the students studying in high school of Ghaziabad city. The method of study was Ex-post Facto Method. The sample was selected by simple random sampling technique. The sample of the study comprised of 100 students (50 boys and 50 girls) of high school. The data was collected using Edgington scale for attitude towards physical education and for academic achievement; marks obtained in high school examination had been taken. To analyse data, t test and correlation technique were used. The result of the study revealed that attitude of the students towards physical education was positive, and students' attitude towards physical education did not influence significantly on their academic achievement. It further reveals that there is a significant difference between attitude of male and female students towards physical education.

Keywords: Education, Physical education, Attitude, Academic achievement

INTRODUCTION

Education is the key of the future. Development and progress cannot be achieved without education. The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights, and not one day passes when the importance of education is not being stressed by governments, the media and civil society. In this context, physical education and sports must be seen as integral parts of a balanced education. Physical education is an integral part of the education system. It aims at building a sound body, a sharp mind and wholesome personality. It is essential for the cultivation of vitality, courage, self-confidence, cooperativeness, leadership, obedience, discipline and positive attitude towards life in the world. Physical education aims to develop the total personality and make the student a suitable leader for the future (Beecher, 1993). In the new education policy, more importance is given to physical education at primary and secondary school levels.

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The National Plan's charter on physical education and recreation states, 'The aim of physical education is a must to make every child physically, mentally and emotionally fit and also to develop in him or her such persona and social qualities to enable them to survive happily with other and build up themselves as a good citizen'.

Good results in examinations give pleasure to every student, and it really serves as a feeling of achievement. The scores of one student of secondary level can be availed accurately through the internet at Central Board of Secondary Education (CBSE) website. A high score in examination reflects a high level of academic achievement, and a low score reflects the low level of academic achievements.

NEED AND SIGNIFICANCE OF THE STUDY

It is said that the 'State of mind is dependent on the state of the body'. With the increased awareness of the importance of an active lifestyle, physical education is seen as laying the foundations in young people for long-term health and improved quality of life.

But it has been seen that administrators, teachers and parents do not have the proper information about physical education. They are not aware of the benefits of physical education. Studies are the only concern of parents and teachers. They think that if children/students will participate in sports or games, then it will affect their academic achievement or performance. They fear that the inclusion of the physical education as a compulsory subject will influence students' academic achievement. It is very important for parents to know that not only study but also physical activities play important role in the good academic achievement of the students.

Very little efforts have been made to study about physical education, and the influence of students attitude towards physical education on their academic achievements is still needed to be examined. So, the purpose of this study is to see the attitudes of high school students towards physical education and its relation to their academic achievement. The problem may therefore be stated as, 'A study of the influence of attitude towards physical education on academic achievement of the students studying in high school'.

OBJECTIVES OF THE STUDY

The study was designed to achieve the following objectives:

Major Objectives

To study the influence of students' attitude towards physical education on their academic achievement.

Sub Objectives

- 1. To study the attitude of male and female high school students towards physical education.
- 2. To study the influence of male students' attitude towards physical education on their academic achievement.
- 3. To study the influence of female students' attitude towards physical education on their academic achievement.

A Study of the Influence of Attitude towards Physical Education on Academic Achievement of the Students Studying in High School

HYPOTHESIS OF THE STUDY

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

Major Hypotheses

Students' attitude towards physical education does not influence significantly on their academic achievements.

Sub Hypothesis

- 1. There is no significant difference between male and female high school students with regard to attitude towards physical education.
- 2. Male students' attitude towards physical education does not influence their academic achievement.
- 3. Female students' attitude towards physical education does not influence their academic achievement.

DEFINITION OF KEY WORDS

- I. Education: M K Gandhi "By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."
- **II. Physical Education:** C.C. Cowell 'Physical education is the social process of change in the behaviour of the human organism, originating primarily from the stimulus of social, big muscle play and related activities'.
- **III. Attitude:** It has been defined by Depot as a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.
- **IV. Academic Achievement:** The academic achievement is a result obtained by the students. It has operationally been defined as the marks obtained by the students during high school level.

DELIMITATIONS OF THE STUDY

The present study has been delimited by the researcher in the following manner:

- 1. This study has been delimited by its method, sampling, tools and statistical techniques.
- 2. It has been combined to the schools of Ghaziabad city only.
- 3. It is also limited to the high school students only (both male and female).
- 4. The study is limited to a sample of 50 girl and 50 boy students.

METHOD AND PROCEDURE

Method of Study – Considering the nature and objectives of the present study as well as the resources of the investigator, Ex-Post Facto Method was chosen.

Population and sample – Population for the present study comprises all the students of high school level of Ghaziabad city. The sample consists of 50 girls and 50 boys, selected on the basis of random sampling technique.

Variables of the Study – The variables used in the study are as follows:

- a) Independent variable Physical education
- b) Dependent variable Academic achievement
- c) Moderate variable Sex
- d) Controlled variable Level of study, locality

Tool used – To measure the attitude towards physical education, the *Edgington Scale* has been used.

For academic achievement – marks obtained in high school examination have been taken.

STATISTICAL TECHNIQUES

Mean and standard deviations (SDs) and *t* test were applied for testing significant of difference between various categories. To establish a relationship among the variables taken in the present study, the correlation technique is used. On the basis of this technique, the relationship between attitude towards physical education and academic achievement is established.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The detail of the results obtained and their discussion are as follows:

Major Objective: To study the influence of students' attitude towards physical education on their academic achievements.

Major Hypothesis: Students' attitude towards physical education does not influence significantly on their academic achievements (Table 1).

Table 1: Influence of attitude towards	s physical education on a	academic achievements

	Attitude	Academic Achievements
Mean	258.95	62.148
SD	28.42	8.19
Correlation	088	

The value of correlation is -.088. It indicates that there is negative very low correlation between attitude and academic achievement. Thus, hypothesis I is accepted.

Interpretation and Analysis – Thus, it can be interpreted that attitude of the students towards physical education is positive, and students' attitude towards physical education does not influence significantly on their academic achievements.

A Study of the Influence of Attitude towards Physical Education on Academic Achievement of the Students Studying in High School

SUB OBJECTIVES

Objective 1– To study the attitude towards physical education of male and female high school students.

Hypothesis 1- There is no significant difference between male and female high school students with regard to attitude towards physical education (Table 2).

	Attitude		
	Male	Female	
Mean	244.7	273.2	
SD	30.63	26.03	
t test	5.02		

Table 2: Attitude towards physical education of male and female students

By comparing the obtained t value and table t value, it is obvious that the obtained t value is very much high than *t* value at both the levels.

Discussion – On this basis, it can be inferred that there is significant difference between the attitude of male and female students towards physical education.

Objective 2 – To study the influence of male students' attitude towards physical education on their academic achievement.

Hypothesis 2 – Male students' attitude towards physical education does not influence their academic achievement (Table 3).

	Male Students		
	Attitude	Academic Achievements	
Mean	244.7	62.28	
SD	30.63	8.75	
Correlation	.65		

Table 3: Attitude towards physical education on academic achievements of male students

The value of correlation is .65. It indicates that there is positive very low correlation between the attitude of male students towards physical education and their academic achievement. It indicates that attitude towards physical education affects the academic achievement though its influence is low.

Objective 3 – To study the influence of female student's attitude towards physical education on their academic achievement.

Hypothesis 3 – Female students' attitude towards physical education does not influence their academic achievement (Table 4).

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Table 4: Attitude towards physical education on academic achievements of female students			
	Female Students		
	Attitude	Academic Achievements	
Mean	273.2	62.016	
SD	26.03	7.59	
Correlation	296		

The value of correlation is -.296. It indicates that there is negative low correlation between the attitude of female students' towards physical education and their academic achievement.

CONCLUSION

On this basis of the analysis of the data, we can conclude that the attitude of students is positive towards physical education.

The degree of correlation between attitude towards physical education and academic achievement is low. It means that positive attitude towards physical education does not make any loss in students' academic achievements.

The present study has special significance for teachers, administrators and parents. The study reveals that students' attitude towards physical education is favourable. So, there is no need for the administrators, teachers and parents to fear that the inclusion of the physical education as a compulsory subject will influence their academic achievements. Although they should encourage students to participate in sports and games, it will help in students' overall development, and they will become healthy both physically and mentally.

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Assessment of Adjustment of Tribal Adolescents of Eklavya Model Residential School Shahpur, Betul

Shelly Jain

ABSTRACT

The study investigates the adjustment of tribal adolescents of Eklavya Model Residential School Shahpur, Betul. The study was conducted on 60 tribal adolescents (30 boys and 30 girls) of 1618 years studying in Eklavya Model Residential School Shahpur, Betul. The sample was selected randomly for study. The level of adjustment was assured by administering a standardised Bell Adjustment Inventory by Dr. S.M. Mohsin and Dr. Shamshad Hussain. For the purpose of the analysis and interpretation of the data, the mean, standard deviation and t-test statistical techniques were applied.

Keywords: Adjustment, Adolescent, Tribal, Eklavya model residential school, Mean, Standard deviation, *t* test

INTRODUCTION

The aim of any educational system is to facilitate wings for all around development of learners. It helps one to attain intellectual, physical, spiritual and emotional development. But Life is a continuous process of adjustment (Talllent, 1978) Shaffer (1961). Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. Psychology is defined as the science of human behaviour, and behaviour can be better understood if we know the process of adjustment. In fact, people by making adjustment to the different spheres of life, try to cope or solve the problems of everyday life (Goodstein and Lanyon, 1975). Some persons are well adjusted and some are less adjusted. Among various types of adjustment, psychologists have considered five major types of adjustments such as home, health, social, emotional and school which is the most important one.

NEED AND SIGNIFICANCE OF THE STUDY

A well-adjusted tribal adolescent hostler will have positive attitude towards his/her classmate, co-hostler and teachers and will be in a position to apply modern sophisticated and scientific technology to his/her studies, on the other hand, a less adjusted hostler can be in calculable harm to the nation as far as his/her duties are concerned. Adjustment results faithful synthesis of thought and action. Residential schools play an important role in adjustment of learners. It is the best possible medium or place for developing adjustment ability in our society. Adolescence is the most vulnerable stage to the adjustment problems. Researcher wants to know about

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adjustment of tribal adolescence living in residential school. Is there any difference in the adjustment of boys and girls?

OBJECTIVES

To study the difference in the subarea of adjustment among the tribal adolescents of E.M.R. S. (Shahpur) with reference to gender difference.

HYPOTHESIS

There is no difference in subarea of adjustment among the tribal adolescents of E.M.R.S. (Shahpur) with reference to gender difference.

SAMPLE

The sample for the present study consists of tribal adolescents (1618 years of age) from E.M.R.S. (Shahpur). The sample for investigation consists of 60 tribal adolescents (30 boys and 30 girls) selected randomly.

METHOD

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

TOOL

Bell Adjustment Inventory by Dr. S.M. Mohsin and Dr. Shamshad Hussain is used to access the adjustment in tribal adolescents of E.M.R.S. (Shahpur).

STATISTICS USED FOR ANALYSIS

The scoring and tabulation of the data was done as per the said instruction given in test manual. For the purpose of the analysis and interpretation of the data, the mean, standard deviation and *t*-test statistical techniques were applied (Table 1).

Table 1: Means, SD and *T* value of adjustment of tribal adolescents of E.M.R.S. Shahpur (Betul) with respect to gender

Area	Sex	N	Mean	SD	<i>t</i> value
Whole test	Girls	30	41.86	14.62	6.20
	Boys	30	34.03	10.08	
Family	Girls	30	7.00	3.84	0.80
	Boys	30	6.20	3.06	
Health	Girls	30	6.30	4.00	1.90
	Boys	30	4.60	2.79	
Social	Girls	30	15.00	4.60	0.63
	Boys	30	14.40	5.20	
Emotional	Girls	30	12.60	5.93	4.45
	Boys	30	8.90	4.60	
Tat 0.05 level 2.01					

ANALYSIS AND INTERPRETATION OF THE DATA

Adjustment of the tribal adolescents of E.M.R.S. (Shahpur) with respect to gender:

The calculated value adjustment as whole and emotional adjustment is significant at 0.05 level, so there is significant difference between girls and boys in their adjustment as whole and emotional adjustment. Adjustment of better social adjustment and adjustment of family is not significant at 0.05 level. There is no significant difference between girls and boys in their family adjustment, adjustment of health and social adjustment.

Major Findings of the Study

The major findings of the study are as follows:

- 1. There is a significant difference between the tribal girls and boys of E.M.R.S. (Shahpur) in their adjustment as whole.
- 2. There is no significant difference between the tribal girls and boys of E.M.R.S. (Shahpur) in their adjustment of family.
- 3. There is no significant difference between the tribal girls and boys of E.M.R.S. (Shahpur) in their adjustment of health.
- 4. There is no significant difference between the tribal girls and boys of E.M.R.S. (Shahpur) in their social adjustment.
- 5. There is no significant difference between the tribal girls and boys of E.M.R.S. (Shahpur) in their emotional adjustment.

CONCLUSION

Adjustment is very essential for hostlers. The study has wide implication. The study revealed that there is no difference between tribal adolescent girls and boys in family adjustment, health adjustment and social adjustment, but there is a significant difference between tribal adolescent girls and boys of E.M.R.S. (Shahpur) in their adjustment as whole and in emotional adjustment.

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Implementation of the Right to Education Act, 2009: A Case Study

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ABSTRACT

The present research attempts to study the implementation of the Right to Education (RTE) Act 2009 in the Meerut city. The sample of the study was consisted of 20 elementary schools out of which 10 schools of UP Board and other 10 schools of CBSE Board were selected through stratified random sampling technique. The results showed that the RTE Act is partially implemented in the Meerut city's schools. On the basis of the study, some recommendations have been made.

Keywords: Case Study, Right to education, Implementation

INTRODUCTION

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Education is a powerful tool by which economically and socially marginalised adults and children can lift themselves out of poverty and participate fully as citizens. Yet millions of children and adults remain deprived of educational opportunities, many as a result of poverty. Education seeks to unfold the latent qualities of a person, thereby giving full development to the individual. As such, it has been described as the act or art of developing, or creating, or cultivating the various physical intellectual, aesthetic and moral faculties of the individual (Chowdhury and Banerjee, 2013).

Education has been formally recognised as a human right since the adoption of the universal declaration of human right in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization Convention against Discrimination against women (1981). These treaties established an entitlement to free compulsory primary education for all children. The United Nations Convention on the Rights of the Child (1989) further strengthens and broadens the concept of the right to education (RTE) in particular through the obligation to consider in its implementations on the convention's four core principles non-discriminations the best interest of the child. The rights to life survival and development of the child to the maximum extent beyond the formal obligation undertaken by government in ratifying these human rights treaties, a number of global conferences have affirmed the RTE.

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The RTE Act provides a legally enforceable right framework with certain time targets that governments must adhere. The Act mandates that every child in the six to fourteen age groups shall have a right to free and compulsory education in a neighbourhood school. The Act also provides that if a school does not exist in an area or limit prescribed as the neighbourhood, the appropriate limit prescribed as the neighbourhood, the appropriate government and the local 'If you cannot go to school, the school comes to you'. Project Anakuran is an innovative design which seeks to provide formal education through information and communication technology to the children of migrant construction labourers based at medium and large construction sites in urban locales. The study addresses the right to free and compulsory education for Indian children between the ages of 6 and 14 years in purview of the implementation of the RTE Act 2009. It is also an initiative to promote public-private partnership to fulfil the second millennium development goal aiming to achieve universal primary education by the year 2015 (Pal, 2014). Krishnarao and Mangesh (2015) tried to explore the role and responsibilities of teachers in implementing RTE Act 2009 and study of awareness about RTE among school teachers. The result showed that there is no significant difference in awareness of teachers working in government and private school towards RTE Act, 2009. Further, male teachers are more aware than female teachers towards RTE. So, the government should organise seminars, in-service teacher training programmes (workshop, refresher course) for female teachers to generate awareness. The findings of the present study show that there is a strong need of teacher training programme on RTE Act.

The India elementary education system has been successful to some extent in archiving higher levels of funding, access, enrolment and infrastructure. However, high drop-cut rates, low attendance, universal equity, lack of awareness about children education rights, lack of teacher awareness and quality elementary education for all are still continue to be challenging task. The need of the hour is to implement and monitor the RTE Act properly. This study is taken up to find out the status of implementation of various provisions of RTE Act in elementary schools of Meerut city. Teacher awareness is a very important factor in making a RTE Act successful. As such this study also tried to explore step in this direction. In backdrop of these discussions, proposed study is planned to assess the status of implementation of RTE in government and private school in Meerut city and to examine awareness and understanding of the provisions of RTE amongst school headmasters.

OBJECTIVES OF THE STUDY

The main objectives of the study were as follows:

- 1. To study the status of implementation of RTE Act, 2009 in the elementary schools of Meerut city.
- 2. To observe the effect of implementation of RTE Act 2009 in the elementary school of Meerut city.
- 3. To find out the level of awareness of RTE Act, 2009 among the head master/mistress of elementary school.

ASSUMPTIONS OF THE STUDY

The following assumptions were formulated in the present study as follows:

- 1. RTE Act is being appropriately implemented in elementary schools of Meerut city.
- 2. As per the RTE Act, provision of availability of infrastructure facilities is being implemented in elementary schools of Meerut city.
- 3. As per the RTE Act, provision of free and compulsory education is being implemented in elementary schools of Meerut city.
- 4. As per the RTE Act, provision about teachers is being implemented in elementary schools of Meerut city.
- 5. As per the RTE Act, provision of curriculum and completion of elementary education is implemented in elementary schools of Meerut city.

METHODOLOGY

Method of the Study

In the present study, *Status survey method* of educational research was used to study the implementation of RTE Act, 2009 in elementary schools of Meerut city.

Population

The present study has a wider range and scope. All the elementary schools in Meerut city serve as population for the study. But due to limited time allotted for this particular investigation, the researchers were restricted his study to elementary school in reference of UP Board and CBSE Board of Meerut city.

Sample and Sampling Technique

For the present study, the researchers used *stratified random sampling method*. The researcher randomly selected 20 elementary schools, respectively, from the total elementary school (population) of Meerut city. The researcher randomly selected this sample size (area) by using lottery method. There are total 179 elementary schools in Meerut city. Out of 179, 100 schools are CBSE affiliated and 79 schools are of UP Board. Then, the researcher put these schools' names into separate boxes. After doing this, the researcher selected total 20slips of elementary school in which 10 school of UP Board and other 10 of CBSE Board were providing elementary education in Meerut city. This was the sample size of the present study.

Tool Used

Self-developed tool was used in the present study. The final form of the scale (Questionnaire) included 30 items in the 'RTE – Appraisal Questionnaire'. This scale comprised 30 items which are based on Yes/No. The scoring was based on yes/no-type scale for implementation. This questionnaire has 30 marks maximum. One mark for each right answer was given and zero mark for wrong answer was allotted, and no negative marking was there. Time simulated score of all the 30 items provided the total implantation score and percentage. The high score

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able 1. Summary of responses				
Statement	Type of Response	Responses Masters/M	Responses of Head Masters/Mistress	
		Number	%	
Does your school offer free and compulsory	Yes	13	65	
education as per RTE Act 2009?	No	07	35	
What type of finance your school did receive?	State Govt.	10	50	
	Central Govt.	3	15	
	Self-financed	7	35	
Do you aware with RTE Act, 2009?	Yes	15	75	
	No	05	25	
What type of curriculum your school have?	CBSE	10	50	
	State Syllabi	10	50	
Does your school have a boundary wall?	Yes	20	100	
	No	_	_	
Does your school have a library?	Yes	10	50	
	No	10	50	
Does your school have any play materials, games	Yes	12	60	
and sports equipments?	No	08	40	
Does your school have safe drinking water facility?	Yes	18	90	
	No	02	10	
Availability of Headmaster cum office cum store room	Yes	18	90	
	No	02	10	
Does your school have any facility of free textbook,	Yes	13	65	
writing materials and uniform to all students?	No	07	35	
Does your school have separate toilet facilities for	Yes	17	85	
boys and girls?	No	03	15	
Does your school take any fee from the students	Yes	13	65	
between 6 and 14 years of age?	No	7	35	
Does your school give admission to a child above 6 years	Yes	13	65	
who could not complete their elementary education?	No	7	35	
Does your school give admission to 25% of children	Yes	14	70	
from marginalised section?	No	06	30	
Does your school give any physical punishment to a child?	Yes	-	-	
	No	20	100	

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Statement	Type of Response	Responses of Head Masters/Mistress	
		Number	%
Does your school give any physical punishment to a child?	Yes	-	-
	No	20	100
Does the school follow non-detention policy?	Yes	20	100
	No	-	-
Does your school administer regular test?	Yes	13	65
	No	07	35
Does your school have a class teacher for each class?	Yes	15	75
	No	05	25
Have all teachers received any in-service training in	Yes	20	100
your school?	No	0	_
Does your school have availability of SMC?	Yes	13	65
	No	7	35
Does your school have female teachers?	Yes	13	65
	No	7	35
Do you have execution of 45 working hours per week	Yes	15	65
per teacher norm in school?	No	05	25
Does your school have prescribed syllabus for child's	Yes	19	95
all round development?	No	1	5
Does your school transfer a child to another school to	Yes	17	85
complete his elementary education?	No	03	15
Does your school have a teacher's grievance cell?	Yes	14	70
	No	6	30
Does your school admit a child from another school?	Yes	15	73
	No	05	25
Did any school inspector visit your school in the	Yes	16	80
recent past?	No	04	20
Does your school have minimum one classroom for	Yes	18	90

Implementation of the Right to Education Act, 2009: A Case Study

ANALYSIS AND INTERPRETATION OF DATA

Main Findings and Recommendations

On the basis of the data collected from the headmasters of the schools, following recommendations are offered:

- 1. Majority of state government schools are lacking requisite infrastructures like playground, furniture, headmaster's room cum store room, availability of library and others. Therefore, funds must be provided to the schools on priority basis for the construction of these basic infrastructures.
- 2. Findings show that most of the public schools are charging in the name of laboratory, library and others. Authority should be instructed to strictly monitor issues relating to the fees and take action against headmaster if any fee is charged from the students.
- 3. From the findings, it is observed that headmasters are not very clear about the procedures for admission laid down in the Act. Thus, an orientation programme should be organised for the headmasters, and the senior teachers who are in charge of admission or usually take the charge in the absence of a headmaster.
- 4. As majority of the student belong to slums and lower economic group in govt. school, it becomes difficult to make them understand the subject. So pre-nursery or classes before class-I should be arranged for these children by the government. This will help them to grasp the teaching easily.
- 5. Teaching methodology should also be made interesting. This will attract the students to schools. Teacher may be provided with usual aids like charts, globe and others. Extracurricular activities, excursions, games, dance, fine arts and quizzes should be made part of the teaching methodology. Such methodology will attract the students to the schools and help in their personality development.
- 6. The authority should instruct headmaster to strengthen activities of School Management Committee (SMC). It should be actively involved in the preparation of school development plan and monitoring of working of the schools as per RTE Act.
- 7. Since many govt. schools are lacking teachers; the authority should speed up the process for the recruitment of the teachers at the earliest.
- 8. Since headmaster and teachers are in continuous contact with the villagers, they may be utilised in motivating the non-enrolled children to join the schools. They can prepare a database for this work.
- 9. Community members should be made involved and aware about important provisions made in the RTE Act regarding students, classes and functioning of the schools and others. They may be encouraged to complain higher authority, if they find any deviation in the functioning of the school as per RTE Act. Workshops and seminars should be conducted at block and district levels to make all stakeholders aware and to improve status of implementation of RTE Act.
- 10. Government should provide sufficient fund for mid-day meal programme to improve the quality and quantity of the food. Mid-day meals attract a lot of parents to send their children to the school. It also attracts children to take admission in the schools. Thus, it should be continued so that at least students from rural and slum areas may attend classes regularly.

CONCLUSION

Above all, the implementation of the Right to Compulsory and Free Education Act, 2009 must be implemented in letter and spirit to fulfil the desired objectives. The RTE Act also doesn't speak about millions of children who are in the age group below 5 years. There must be appropriate provisions for penalties for those flouting norms. Families and communities need to play a vital role to make the Right of Children to Free and Compulsory Education Act, 2009 a major success in India. Mental disorder children also need basic facilities or necessary training and mental development scheme to be at once launched.

As per the Act, existing schools were also required to make basic infrastructures available within 3 years of enforcement of the Act. But unfortunately, 7 years have already been going to pass after the enforcement of RTE Act, still majority of schools are lacking requisite infrastructures in India. The government should immediately take action to ensure all the basic facilities in the school like proper food, drinking water, sanitation, library, playground and others. Besides these basic necessities, the schools must also provide proper teaching by way of visual aids, globes, charts, pictures, through projects and others. They must also ensure co-curricular activities, excursions, paintings, games, dance, music and quizzes to attract the students and help them in their personality development. At the government level, allocation of funds required for effective implementation of free and compulsory education as per the RTE Act, 2009 should be estimated by the department. The allocation must be planned in different phases.

There is a great need for coordinating with various government departments for effective implementation of government programmes and avoid duplication of beneficiaries, fund utilisations and others. At last but not the least, existing monitoring system may be streamlined and a comprehensive monitoring system that looks into academics and administration should be designed to achieve the desired objectives (Shindhu, 2014). The government's intentions of engineering a social revolution by the RTE shall remain a mere wishful thinking if the issues like upgrading infrastructure, enhancing teacher quality and promoting educational attainment in schools and others are not addressed. As a society, we need to make a concerted effort to achieve educational excellence, both government and private. Private educators and the government have to work synergistically to loosen the shackles of our strictly stratified society, and we cannot overlook the fact that our educational system, both government and private, is in need of serious overhaul (Kaushal, 2012). Government has enacted and implemented the Act in a right spirit. This is not the responsibility of the government only. Everybody in the country should take this as a challenge and help the government in the successful implementation of the Act across the country. Whenever someone comes across with children who are not enrolled by their parents, he/she should encourage and propagate the purpose behind the Act and the benefit a child and his family may get out of it. Every community member should take initiative and voluntary help in implementing the RTE Act directly or indirectly so that the dreams of vibrant and enlightened India may be realised.

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A Study of Blood Groups in Relation to Various Personality Traits

Rakesh Kumar Sharma

ABSTRACT

The difference in blood groups of human beings in well known to us and it is by birth and they can be categorized into four categories on the basis of their blood groups which are A, B, AB and O. The present study has been designed to compare Personality of secondary students belong to A, B, AB & O blood groups. Data were collected, tabulated and analyzed statistically and it was found that secondary students belonging to B blood group are more active then secondary students belonging to O blood group and secondary students belonging to O blood group are more Active then the secondary students belonging to A blood groups, B and AB blood groups and AB and O blood group are equally Active in terms of Activity-Passivity trait of their Personality. Secondary students belonging to AB blood groups and secondary students belonging to A blood group, while secondary students belonging to A blood group are more enthusiastic then the secondary students belonging to A blood groups, B and AB blood groups and AB and O blood group are equally Active in terms of Activity-Passivity trait of their Personality. Secondary students belonging to A blood groups and secondary students belonging to A blood group are more enthusiastic than the secondary students belonging to A and B blood groups and secondary students belonging to A blood group are more Enthusiastic then the secondary students belonging to O blood group, while secondary students belonging to A and B blood groups, and B and O blood groups are equally Enthusiastic in terms of Enthusiastic and Non-enthusiastic trait of their Personality.

Keywords: Blood group, Personality, Personality traits, Activity-passivity, Enthusiastic-nonenthusiastic, Assertive-submissive

INTRODUCTION

It is now a well-established fact that the personality of human being is largely affected due to heredity and environment, and blood chemistry of human being varies due to his birth from their parents. The difference in blood groups of human beings in well known to us, and it is by birth, and they can be categorised into four categories on the basis of their blood groups which are A, B, AB and O. Hence, having an idea in his mind, the researcher feels that whether there is any difference among the human beings in their personality in relation to their blood groups. The present study is an effort to investigate the role of blood group due to which an individual differs from others in terms of their personality.

BLOOD GROUPS

Blood can be categorised in four groups which are determined by certain types of antigens located on the surface of RBCs. More than 30 such proteins have been recognised. The most common types of blood group system are ABO system. According to this system, human

Associate Professor, Department of Teacher Education, C.S.S.S. (PG) College, Machhra, Meerut, Uttar Pradesh, India Email id: rksharmaccsu@gmail.com beings have four types of blood groups, A, B, AB and O. These blood groups are determined by three types of antigens (located on RBCs). These are antigen A, antigen B and antigen O. The formation of these antigens is determined by three genes IA, IB and IO, respectively.

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

Blood Group	Antigen	Antibody
А	А	b
В	В	a
AB	A and B both	Nil
0	0	a and b both

PERSONALITY

The term 'personality' is derived from the Latin word *persona*, which was the name given to the masks that actors wore and the characters they portrayed. The meaning of the word personality has changed little since classical times and comments like what does he see in her? 'She has such a poor personality' or 'Look at that young man, what a fine personality he has' is quite common. Remarks like this make us believe that personality is a thing or quality that is possessed by all of us, and we can paste labels such as fine, good or poor on it on the basis of the physical make-up, manner of walking, talking, dressing and a host of other similar characteristics of individuals. However, this is a very limited view and the psychological concept of personality goes further and deeper than mere appearance or outward behaviour. The question of how best to interpret or define personality has long exercised the minds of psychologists.

Watson (1930), the father of behaviourism, on the basis of his behavioural studies, concluded:

Cattell (1970): 'Personality is that which permits a prediction of what a person will do in a given situation'.

Eysenck (1971): 'Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determines his unique adjustment to the environment'.

Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone.

OBJECTIVES OF THE STUDY

The present study has been designed to achieve the following main objective:

To compare personality of secondary students belong to A, B, AB and O blood groups.

ANALYSIS AND INTERPRETATION OF DATA

In Table 1, the total sample of 610 has been divided into four categories as for the blood groups A, B, AB and O in terms of their percentage as observed in the sample. However, categorisation was not the objective of the present study, but it has been given only for the purpose of having an idea about the percentage of different blood groups as they were found in the sample of the present study (Table 2).

Table 1: Classification of total secondary students observed in the present study in terms of their blood groups

Blood Groups	No. of Students	Percentage
А	166	27.21
В	287	47.05
AB	59	9.67
0	98	16.07
Total	610	100.00

The results related to comparison of activity-passivity trait of personality with different blood groups of secondary students are presented in Table 2.

Table 2: Comparison of activity-	passivity trait of personality	of the secondary students belonging
to A, B, AB and O blood groups		

Source of Variance	df	Sum of Square (SS)	Mean Square (Variance) (MS)	<i>F</i> - Value	Level of Significance
Among the mean of condition	3	100.324	33.441		
Within condition	606	4,779.571	7.887	4.240	0.01
Total	609	4,879.895			

For more precision, the researcher has analysed data using test of significance in Tables 3–9.

The results related to comparison of activity-passivity trait of personality with A and B blood groups of secondary students are presented in Table 3.

Table 3: Comparison of activity–passivity trait of personality of secondary students belonging to A and B blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	11.920	2.60	0.53	Not significant
Students with blood group B	287	11.780	3.10		

The results related to comparison of activity-passivity trait of personality with A and AB blood groups of secondary students are presented in Table 4.

Rakesh Kumar Sharma

Table 4: Comparison of activity–passivity trait of personality of secondary students belonging to A and AB blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	11.920	2.60	0.648	Not significant
Students with blood group AB	59	11.68	2.43		

The results related to comparison of activity-passivity trait of personality with A and O blood groups of secondary students are presented in Table 5.

Table 5: Comparison of activity–passivity trait of personality of secondary students belonging to A and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	11.920	2.60	3.124	0.01
Students with blood group O	98	12.90	2.36		

The results related to comparison of activity-passivity trait of personality with B and AB blood groups of secondary students are presented in Table 6.

Table 6: Comparison of activity–passivity trait of personality of secondary students belonging to B and AB blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group B	287	11.780	3.10	0.27	Not significant
Students with blood group AB	59	11.68	2.43		

The results related to comparison of activity-passivity trait of personality with B and O blood groups of secondary students are presented in Table 7.

Table 7: Comparison of activity-passivity trait of personality of secondary students belonging to B and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group B	287	11.780	3.10	3.731	0.01
Students with blood group O	98	12.90	2.36		

The results related to comparison of activity-passivity trait of personality with AB and O blood groups of secondary students are presented in Table 8.

Table 8: Comparison of activity-passivity trait of personality of secondary students belonging to AB and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group AB	59	11.68	2.43	0.27	Not significant
Students with blood group O	98	12.90	2.36		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality and different blood groups of secondary students are presented in Table 9.

Table 9: Comparison of enthusiastic–non-enthusiastic trait of personality of the secondary students belonging to A, B, AB & O blood groups

Source of Variance	ďf	Sum of Square (SS)	Mean Square (Variance) (MS)	<i>F-</i> Value	Level of Significance
Among the mean of condition	3	269.398	89.799	12.458	0.01
Within condition	606	4,368.223	7.208		
Total	609	4,637.621			

For more precision, the researcher has analysed data using test of significance in Tables 10–16.

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with A and B blood groups of secondary students are presented in Table 10.

Table 10: Comparison of enthusiastic-non-enthusiastic trait of personality of secondary students belonging to A and B blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	13.19	2.86	1.794	Not significant
Students with blood group B	287	12.71	2.62		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with A and AB blood groups of secondary students are presented in Table 11.

Table 11: Comparison of enthusiastic-non-enthusiastic trait of personality of secondary stude	nts
belonging to A and AB blood groups	

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	13.19	2.86	3.746	0.01
Students with blood group AB	59	14.73	2.65		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with A and O blood groups of secondary students are presented in Table 12.

Table 12: Comparison of enthusiastic-non-enthusiastic trait of personality of secondary students belonging to A and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group A	166	13.19	2.86	2.95	0.01
Students with blood group O	98	12.19	2.53		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with B and AB blood groups of secondary students are presented in Table 13.

 Table 13: Comparison of enthusiastic–non-enthusiastic trait of personality of secondary students

 belonging to B and AB blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group B	287	12.71	2.62	5.35	0.01
Students with blood group AB	59	14.73	2.65		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with B and O blood groups of secondary students are presented in Table 14.

 Table 14: Comparison of enthusiastic-non-enthusiastic trait of personality of secondary students belonging to B and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group B	287	12.71	2.62	1.718	Not signifi-cant
Students with blood group O	98	12.19	2.53		

The results related to comparison of enthusiastic-non-enthusiastic trait of personality with AB and O blood groups of secondary students are presented in Table 15.

 Table 15: Comparison of enthusiastic–non-enthusiastic trait of personality of secondary students belonging to AB and O blood groups

Name of Group	N	Mean Score	S.D.	<i>t</i> -Value	Level of Sig.
Students with blood group AB	59	14.73	2.65	5.907	0.01
Students with blood group O	98	12.19	2.53		

The results related to comparison of assertive-submissive trait of personality with different blood groups of secondary students are presented in Table 16.

Table 16: Comparison of assertive-submiss	sive trait of personality	y of the secondary	students
belonging to A, B, AB and O blood groups			

Analysis of variance					
Source of Variance	df	Sum of Square (SS)	Mean Square (Variance) (MS)	<i>F</i> - Value	Level of Significance
Among the mean of condition	3	80.028	26.676	2.090	Not-
Within condition	606	7,734.728	12.764		significant
Total	609	7,814.756			

As the above F-value for the comparison of assertive-submissive trait of personality with different blood groups of secondary students is not significant, hence further analysis is not required.

CONCLUSIONS

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

- 1. Secondary students belonging to B blood group are more active than secondary students belonging to O blood group, and secondary students belonging to O blood group are more active than the secondary students belonging to A blood group, whereas secondary students belonging A and B blood groups, A and AB blood groups, B and AB blood groups, and AB and O blood group are equally active in terms of activity-passivity trait of their personality.
- 2. Secondary students belonging to AB blood group are more enthusiastic than the secondary students belonging to A, B and O blood groups, and secondary students belonging to A blood group are more enthusiastic than the secondary students belonging to O blood group, whereas secondary students belonging to A and B blood groups, and B and O blood groups are equally enthusiastic in terms of enthusiastic and non-enthusiastic trait of their personality.
- 3. Secondary students belonging to A, B, AB and O blood groups are equally assertive in terms of assertive–submissive trait of their personality.

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