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From Editor's Desk

Dear Friend,

Now a days', psychology is taught as a natural science, like any other natural science, physics, chemistry, physiology or anatomy. Modern psychology of this kind tells us about the fluctuations of the mind due to the stimuli we receive from the external world. In fact, they are the changes of brain and nervous system because it is under influence of natural sciences. Hence the working hypothesis of physiological psychology is that every mental activity is caused by the function of the brain and nothing more or less.

Physiological psychology does not define what sensation is, but leaves that as a mystery of nature. The external stimuli we give to the brain last only for a moment, and they rise and fall. But why should such passing and unstable conditions produce a lasting and stable parallel feeling or thought or sensation or a percept or a concept in the mind substance. It cannot be explained. It is left as mystery.

According to Swami Abbedananda, modern psychology does not mean by the psychology of a 'science of soul', simply because the soul is beyond the reach of the senses. True psychology on the other hand, is that science which consists of systemization and classifications of truths relating to the soul that self-conscious entity which thinks feels and knows. True psychology recognizes the existence of body, mind and soul, and it tells us that, what we call the physical body is the dwelling house of the soul which is the source of intelligence and self-consciousness.

Man is the epitome of the universe. The forces like attraction, gravitation, electricity, beat, light and various kinds of motion etc., manifested in the nature, are there in human body.

Physiological psychology considers that concentration is a part of attention and describes it as a faculty of mind. We may receive various kinds of vibration, of sound, of light and of others, but we do not pay attention to all that we receive. Why the focal field of consciousness is very narrow cannot be explained by the physiological psychology. But if on the contrary, we consider that the mind is not a function of the brain, but is something distinct from the brain, then we understand how the soul, whose power is manifested in the form of mental functions and also in the form of mind and intellect, which in their turn, are in some mysterious way connected with our brain, has the power to control the various functions in the brain.

Educational psychology is an integral core part of teacher education curriculum. Till now we were adopted and practiced the psychology based on the behavioural theories. After the inception of NCF 2005, the mismatch between the theory and practice of educational psychology is clearly surfaced. Hence it became necessary to rethink and reframe the education psychology based on the true psychology.

B. V. Ramana Rao

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JOURNAL OF EDUCATIONAL RESEARCH

CON ACADEMIC ACHIEVEMENT A Study on Life Skills and Academic Achieu Secondary School Level. Dr A Comparative study of Intelligence and Ac Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	YENTS ement of Students at Senior C. M. Bindhu (Kozhikode, Kerala) ademic Achievement of Tibetan and Judasir & Dilruba Syed Yatu Imir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	1 5 11 15 18 21
ACADEMIC ACHIEVEMENT A Study on Life Skills and Academic Achieu Secondary School Level. Dr A Comparative study of Intelligence and Ac Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	ement of Students at Senior C. M. Bindhu (Kozhikode, Kerala) ademic Achievement of Tibetan and Iudasir & Dilruba Syed Yatu Imir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	1 5 11 15 18 21
A Study on Life Skills and Academic Achieu Secondary School Level. Dr A Comparative study of Intelligence and Ad Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	ement of Students at Senior C. M. Bindhu (Kozhikode, Kerala) ademic Achievement of Tibetan and Judasir & Dilruba Syed Yatu Imir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	1 5 11 15 18 21
Secondary School Level. Dr A Comparative study of Intelligence and Ad Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	C. M. Bindhu (Kozhikode, Kerala) ademic Achievement of Tibetan and Iudasir & Dilruba Syed Yatu amir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	5 11 15 18 21
A Comparative study of Intelligence and Ad Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	ademic Achievement of Tibetan and Judasir & Dilruba Syed Yatu amir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	5 11 15 18 21
Pakhtoon Students. Hafiz (Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	Iudasir & Dilruba Syed Yatu amir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	11 15 18 21
(Srinagar, Jammu & Kas Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	amir) a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	11 15 18 21
Study on Family Climate and Achievement Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic J Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	a Mathematics of Students at atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	11 15 18 21
Secondary Level. Aliya K Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	atun (Aligarh, Uttar Pradesh) nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	15 18 21
Study on Socio-Economic Status and Acade and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	nic Achievement of Scheduled Caste ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	15 18 21
and Scheduled Tribe Stude Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	ts at Secondary level. Vest Bengal) chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	18 21
Dr. Tripti Dutta (Malda, Impact of Scientific Thinking on Academic J Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	Vest Bengal) chievement of Students at Higher Bhilai, Chhattisgarh) tics of Students at Secondary Level.	18 21
Impact of Scientific Thinking on Academic . Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communical	chievement of Students at Higher Shilai, Chhattisgarh) tics of Students at Secondary Level.	18 21
Secondary level. T. Vani (Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	Bhilai, Chhattisgarh) tics of Students at Secondary Level.	21
Study Habits and Achievement in Mathema Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGH Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	tics of Students at Secondary Level.	21
Sabika Zaidi (Aligarh, U ENGLISH & SECOND LANGUAGE Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat		
ENGLISH & SECOND LANGUAGE Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	tar Pradesh)	
Impact of Choice of Motivational Strategies Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat		
Shivaji Kushwaha (Bilas A Study on English Language Aptitude and Structural and Communicat	on Learners' L2 Learning Motivation.	25
A Study on English Language Aptitude and Structural and Communicat	our, Chhattisgarh)	
Structural and Communicat	Achievement in the context of	38
	ve Language Curriculum.	
Shampa Goswami & Dr. 1	ani Subramanyam	
(Bhilai, Chhattisgarh)	-	
Mainstreaming Tribal Youth through Englis	h Language Teaching.	43
Shailesh Kumar Mishra	Dr. Bhupendra Kumar Patel	
(Kharsia, Chhattisgarh)	-	
Study on Using Dictionary in English Langu		48
Dr. Sanjay Manohar Aya	age Classroom.	

Need of Emotional-balance among Adolescents. Sangamitra Ghosh,	51
(Uttar Dinajpur West Bengal)	
Study on Classroom Ecology and Emotional Intelligence of Students at Secondary	55
Level. Harsha Kshirsagar (Dewas, Madhya Pradesh)	

TEACHERS & STUDENT-TEACHERS

Teaching Effe	ectiveness of Secondary Grade School Teachers: A Reality	60
	Perspective. Dr. G. Hema & Dr. K. Nirmala	
	(Salem. Tamilnadu.)	
Teaching Con	npetency of Secondary School Teachers : A Stream-based	66
	Comparative Study.	
	Dr. Aparna Shrivastava (Dabok, Rajasthan)	
Study on Effe	ect of Academic Anxiety on the Emotional Intelligence of	72
	Teacher Trainees. Anupriya Sharma &	
	Dr. Shanti Lata Francis (Raipur, Chhattisgarh)	
Adjustment o	f Student-Teachers in Secondary Level School Instructional	77
	Environment. Dr. A. Sudharma & T. V. Bindu	
	(Kottayam, Kerala)	
HEALTH &	& SAFETY	
School Safety	J − A Missing Link in Education System of India.	81
	Bibhuti Narayan Biswal (Navsari. Gujarat)	
Study on Imp	pact of Education on Health Consciousness among Women.	85
	Dr. Saba Hasan & Tabassum Qamar (Aligarh, U. P)	
SPECIAL	EDUCATION	
Historical Per	rspective of Special Education.	91
	Dr. Veenu Khurana (Panchkula, Haryana)	
PEACE &	GLOBAL EDUCATION	
Study on Glo	bal Awareness and Motivation towards Education for Global	97
	Citizenship among Student Teachers of Greater Mumbai.	
	Dr. Usha Rao & Dr. Jayashree Inbaraj (Mumbai, M.S.)	
Environment	al Studies and Global Peace. Alka Jagtap (Dewas, M. P.)	104
TEST-CON	ISTRUCTION	
Development	of Higher Secondary Level Commerce Achievement Test.	111
	Dr. Pushpalata Sharma & Shweta Bhatia	
	(Bhilai, Chhattisgarh)	
HINDI SEC	CTION	
बिलासपुर जिले के	शासकीय उच्चतर माध्यमिक विद्यालयों में कार्यरत नियमित शिक्षकों एवं शिक्षक पंचायत की	117
	कार्य संतुष्टि व उनकी जनतांत्रिक अभिवृत्ति का अध्ययन।	
	मंजू यादव (बिलासपुर, छत्तीसगढ)	
गणितीय सृजनशवि	त एवं व्यक्तित्व का अध्ययन/ डॉ. मीना मनराल, (अलमोडा, उत्तराखंड)	122
उच्चतर मार्ध्यामेक स	तर पर विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का	129
	अतःक्रियात्मक प्रभाव/ डा. कविता वर्मा एव रेखा सिंह, (भिलाई, छत्तीसगढ)	104
मालाना आजाद केन	दाय सावजानक पुस्तकालय भापाल म उपलब्ध पुस्तक संग्रह पर पाठका का अभिमत/	134
	ृतापत कुलकणा (दवास, मध्यप्रदश) हे जाननेकिन नर्ज ने नकी नराजनाम्बर्ग नी व्यक्तिन नर व्यक्तान (107
।शक्षक प्राशक्षण म	। प्रायाागक काथ क प्रात छात्राध्यापका का आधरतचि का अध्ययन / ————————————————————————————————————	137
	डा. मणू पाराशर (जयपुर, राजस्थान)	

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About RESEARCHERS ORGANIZATION, BILASPUR (C.G.) (Regd. 13554/11)

It is an association of like minded people consisiting of research scholars, teachers, teacher educators and professors. It was formed with an aim to transform research into reality and mass applicability. The prime objectives of this organization are -

- To promote research in the area of school and higher education and to extend academic and technical support to the young researchers.
- To extend support in the implementation of the government policies in the area of education, social-welfare and environment.
- * To provide a platform to the young writers for publication of their books.
- * To publish research journals in various subjects.
- * To develop and publish various research tools, scales of measurement in various subjects.
- * To conduct research experiments in education and other subjects.
- * To provide consultancy services to young researchers.
- To organize national and state level seminars, conferences, workshops etc.
- To conduct various projects in school and higher education fields in consultation with the apex bodies of the country.

Secretary Researchers Organization, Bilaspur (C.G.) A Study on Life Skills and Academic Achievement of......by Dr. C. M. Bindhu



A Study on Life Skills and Academic Achievement of Students at Senior Secondary School Level

Dr. C. M. Bindhu *

Key Words : Life Skills, Academic Achievement

Abstract

The present study was conducted to find out the influence of Life skills on Academic achievement of senior secondary school students. The sample selected for the study was 575 senior secondary school students from different districts of Kerala. Data were collected by using Life skills Rating Scale. The data was analyzed using test of significance of difference between means and person's product moment coefficient of correlation. From the analysis of the study shows that life skills and academic achievement is closely related. Boys and girls are different in their life skills but there is no difference the two groups based on locale of the school.

Introduction

According to WHO life skills refers to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively and develop coping and self management skills that may help them lead a healthy and productive life. Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health.

Life skills are essentially those abilities that help promote mental wellbeing and competence in young people as they face the realities of life. Life skills enable us to learn and use knowledge, to develop reasoning and analytical strengths, to manage emotions and to live with and relate to others. With life skills, one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises. It also enables being able to establish productive interpersonal relationships with others.

Life skills are the perfect companions for the students to make positive differences in their life. Considering the importance of life skills, the 164 nations committed to 'Education for All" has included life skills as a basic learning need for all young people. Around the world, life skills based education is being adopted as a means to empower young people in challenging situations. It enables them to acquire knowledge and develop attitudes and skills which support the adoption of healthy behaviors.

Life skills approach, describes a dynamic multi dimensional process, ready to evolve and encompass new aspects of our understanding of human development. Learning to know, Learning to be, Learning to live together and Learning to do are the four pillars of life skill approach. Learning to know refers to both the acquisition of knowledge and use of knowledge.

Learning to live together implies feeling concerned by other's welfare and feeling an affiliation link to a group, a category, a society and a culture. Learning to do is linked to what actions a person takes and is closely related to practical skills (katia Radja and others). Life skills are not a domain, or a subject, but cross- cutting applications of knowledge, values, attitudes and skills which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills or vocational skills but part of these skills.

Academic achievement is the outcome of education, the extent to which a student has achieved their educational goals. It is commonly measured by examinations or continuous assessment, but there is no general agreement on how it is best tested or which aspects are most important. Academic achievement is important because it is strongly linked to the positive outcomes for human beings. It helps to secure a bright future and brings higher opportunities of success in life. It also promotes self esteem and creates good morals in a learner.

Life skill based education gives room for children to develop knowledge, attitudes and skills together which can use in daily life. It helps to be creative and to learn from each other. It is observed that children having social relationship will find education a pleasurable activity which would act as reinforcement in achieving more. Teaching of life skills help children to find ways to solve interpersonal conflicts more positively, to have more self confidence, not to blame themselves if something happened and feel they have a wide network of support in teachers and parents whom they could turn to. It also help children better fulfill their roles in life, becoming better friends, students, sons and daughters and in the future are more likely to better parents and citizens. Life skills can facilitate learning and performance outcome by promoting positive interaction with teachers and peers from a motivational perspectives by providing students with additional incentives to achieve.

The investigator experienced that some people are more anxious about the social problems and social events but at the same time, some are not give attention to such problems. They give importance to only academic matters. Several studies pointed out that even if a child enjoys academic success in classroom, its attitude towards school will be determined by the degree of social success that it experiences. Pupils have interpersonal relationship, they are empathetic towards their poor peers and they are even ready to extend their support in all matters. Likewise some pupils are very active, they have life skills like leadership, communication, cooperation, social response, responsibility, conflict management etc. Commonly teenagers' especially plus two students showing some behavioral changes and sometimes that affect their academic achievement also. So the investigator wants to know the life skill capacity of our children and how it influences their academic achievement. Objectives

The objectives set for the study are

1. To know the extent of life skills of senior secondary school students with

respect to their gender and locale.

- 2. To assess whether there is any significant difference in the mean scores of life skills among senior secondary school students based on their gender and locale of institution.
- 3. To assess the relationship between life skills and academic achievement of senior secondary school students based on the gender and locale of institution.

Hvpotheses

- 1. There will be no significant difference in the mean scores of life skills among senior secondary school students based on their gender and locale of institution.
- 2. There will no significant relationship between life skills and academic achievement of senior secondary school students based on the gender and locale of institution.

Methodology

Design and Sample

The study was conducted through a survey method. The sample of the study included 575 higher secondary school students of Kerala state (287 male & 288 female) .Stratified random sampling technique was employed.

Tool

The tool used for data collection was Life Skill Rating Scale by Bindhu (2011).

Life Skill Rating Scale

The scale consists of six components such as communication, leadership, conflict management, cooperation, responsibility and social response. There are sixty questions in the scale. Responses can be made on a five point scale. For a positive statement the score given to 5,4,3,2 and 1.Scoring scheme is reversed for a negative statement. Reliability coefficient of the scale was 0.72 and establishing content validity.

Academic Achievement Score

The investigator made use of the school records of the half yearly examination marks regarding the achievement score of the students.

Statistical Techniques

Test of significance of difference between means (t), Pearson's product moment coefficient of correlation(r) were used.

Analysis and discussions

A. Extent of life skills of senior secondary school students with respect to their gender and locale.

The extent of the variable life skills in the total sample and sub sample was established by calculating the mean scores. The mean scores are. Male=319.28, Female= 325.80 Rural=325.14 and Urban=320. This mean score reveals that female and rural students are high in their life skill capacity.

B. Group Difference of life skills of senior secondary school students based on their gender and locale.

The mean and standard deviation of Life skills of senior secondary school students were calculated separately with respect to their gender and locale of the institution and the significance is tested using test of significance of difference between means.

Table 1:

Result of test of significance of difference between means of life skills of senior secondary school students

based on their gender and locale.

Group	N	Mean	SD	df	t-value
Male	287	319.2	34.6	573	2.17
Female	288	325.8	37.6		
Rural	282	325.1	37.8	573	1.69
Urban	293	320.1	34.5		

Table 1 shows that life skills of senior secondary school students are differ by their gender (p<0.05) and by their locale (p> 0.05).

C. Relationship between Life skills and Academic achievement of senior secondary school students based on their gender and locale.

Table 2:

Correlation coefficient of life skills and academic achievement for the total sample and the subsamples.

Variables - Life Skills and Academic							
Acheivement							
Category N r Significanc							
Total	575	0.34	0.01				
Male	287	0.31	0.01				
Female	288	0.36	0.01				
Rural	282	0.37	0.01				
Urban	293	0.32	0.01				

Table 2 shows that there exists significant relationship between Life skills and Academic achievement of senior secondary school students. This means, an increase or decrease in the variable life skills, there will be corresponding increase or decrease in the academic achievement.

Results

- 1. Female Senior Secondary level students shown significantly higher Life Skill scores than the male students.
- 2. There is a significant positive correlation between Life Skills and Academic Achievement of Senior Secondary level Students.

Conclusion

From the analysis of the study shows that life skill and academic achievement is closely related. That means high life skills guarantees high academic achievement. Boys and girls are different in their life skills but there is no difference the two groups based on locale of the school. The researcher suggests the school curriculum should practice life skills by active learning processes involving brainstorming, role-playing, games, debates and small- group work etc. Through these and other innovative teaching techniques, children can acquire skills to deal with peer pressure, support one another, and learn how to manage and cope with a wide range of specific problems. The United Nations International Children's Emergency Fund and others have developed models and manuals providing guidance to school planners and curriculum developers. The very first thing to develop life skills in children is that teacher should get ready to go beyond their traditional mission and use opportunities in and out of class to help students turn moments of personal crisis into lesion of life skills.

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* **Dr. C. M. Bindhu**: Associate Professor. Farook Training College, Kozhikode, Kerala. drbindhucm@gmail.com A Comparative Study of Intelligence.....by Hafiz Mudasir & Dilruba Syed Yatu



A Comparative study of Intelligence and Academic Achievement of Tibetan and Pakhtoon Students

Hafiz Mudasir * & Dilruba Syed Yatu **

Key Words : Intelligence, Academic Achievement, Pakhtoon & Tibetan Students

<u>Abstract</u>

The present study was carried out to find out the Intelligence and academic achievement of Pakhtoon and Tibetan students. Mehrotras Mixed Type Group Test of Intelligence was administered on a group of 120 students to find out their intelligence and the aggregate percentage of marks of students as indicator of academic achievement. The data received from the above mentioned sample was analysed statistically using most widely used methods i.e., mean, Standard Deviation and ttest. All the calculated values shown at appropriate section were analysed later. The Study revealed that Tibetan students are more intelligent than Pakhtoon Students.

Introduction

Man is bestowed with certain mental abilities, which make him a rational being. Who can reason, understand and adjust himself to new situations. Man, by using his mental powers is superior to all other animals and are not similar in their intelligence. There are differences in mental powers. Some can learn with a good speed whereas others are very slow in learning. Intelligence has been defined in various ways as a capacity for compression and reasoning, as the ability to profit from experience to absorb new information and to react reasonably to new situation and as the ability to solve problems. Stern defined intelligence as," a general capacity of an individual consciously to adjust his thinking to new environment." Buckingham defined

intelligence as, "Intelligence is the learning ability." Intelligent pupils show rapid progress in Academic achievement. The academic achievement of pupils refers to the knowledge attained and skills developed in school subjects. Academic achievement is of paramount importance. It has been indicated that a good number of variables such as personality characteristics of the learners, the organizational climate of the school, curriculum planning, teachinglearning setup, variables arising out of home influence achievement in different degrees. Each of them is actually a cluster of variables, which individually or on interaction with others have their influence on achievement. Both nature and nurture play a combine role in making an achieving individual. Trow

(1956) defined Academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized test and expressed in grade or units based on pupil's performance."

The measurement of intelligence is one of psychology's greatest achievements and one of its most controversial. Critics complain that no single test can capture the complexity of human intelligence, all measurement is imperfect, no single measure is completely free from cultural bias, and there is the potential for misuse of scores on tests of intelligence. There is some merit to all these criticisms. But we would counter that the measurement of intelligence-which has been done primarily by IQ tests-has utilitarian value because it is a reasonably good predictor of grades at school, performance at work, and many other aspects of success in life (Gottfredson, 2004; Herrnstein & Murray, 1994). For example, students who score high on tests such as the SAT and the ACT, which correlate highly with IQ measures (Detterman & Daniel, 1989), tend to perform better in school than those who score lower (Coyle & Pillow, 2008). Similarly, people in professional careers, such as attorneys, accountants, and physicians, tend to have high IQs. Even within very narrowly deûned jobs and on very narrowly deûned tasks, those with higher IQs outperform those with lower IQs on average, with the effects of IQ being largest for those occupations and tasks that are most demanding of cognitive skills (F. L. Schmidt & Hunter, 1998, 2004). It is important to remain vigilant for misuse of scores on tests of intelligence or any other psychological assessment and to look for possible biases in any measure, but intelligence test scores remain useful when applied in a thoughtful and transparent manner. IQ is also important because some group differences are large

and predictive of performance in many domains. Much evidence indicates that it would be difficult to overcome racial disadvantage if IQ differences could not be ameliorated. IQ tests help us to track the changes in intelligence of different groups and of entire nations and to measure the impact of interventions intended to improve intelligence. Types of intelligence other than the analytic kind examined by IQ tests certainly have a reality. Robert Sternberg and his colleagues (Sternberg, 1999, 2006) have studied practical intelligence, which they deûne as the ability to solve concrete problems in real life that require searching for information not necessarily contained in a problem statement, and for which many solutions are possible, as well as creativity, or the ability to come up with novel solutions to problems and to originate interesting questions.

Need and Importance of the study

Man is primarily distinguishable from the lower animals because of his educable ability. He is bestowed with intelligence which is needed by him to solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experiences. An intelligent individual reflects a broader and deeper capability of comprehending the surroundings-"catching on,", "making sense" of things' or "figuring out" what to do and what not to do. The unique quality of human beings, to design or to give a concrete shape of his imaginations, helped him to come out from his primitive stage to a position where he dominates over his surroundings. It is science education ,which really means to make a person to identify the problem around, to observe, to analyze, to make hypothesis, to experiment, to infer and to generalize and to apply the acquired knowledge and skills where required. The growing concern of researchers, to understand ethnic groups, cultural

diversity, has generated a demand for cross-cultural studies.

The characteristics of these studies is their comparative nature i.e., they involve a comparison across two different cultures on a focal phenomenon. Crosscultural studies helps a researcher, to understand people of different ethnic groups, to identify various problems like value placed on education, Intellectual capacity etc.

These studies are very important as they help the members of the teaching learning community to plan an all-round curriculum that lead the students to uncover, understand and practice the processes, think independently which happens to be the ultimate goal of education. A considerable number of studies have been undertaken, but for the purpose of the present Study there has been hardly any study. It is against this background that the present investigator felt interested in selecting the problem of studying intelligence and academic achievement of ethnic groups.

Objectives

The objectives of the present study read as under:

- 1. To measure the intelligence of Tibetan and Pakhtoon school going boys and girls.
- 2.To measure the academic achievement of Tibetan and Pakhtoon school going boys and girls.
- 3. To compare the intelligence of boys and girls of Pakhtoon and Tibetan schools.
- 4. To compare the academic achievement of boys and girls of Pakhtoon and Tibetan schools.

Hypotheses

- 1. There will be no significant mean difference between Pakhtoon and Tibetan students on intelligence test
- 2. There will be no significant mean difference between Pakhtoon boys and girls on intelligence test.
- 3. There will be no significant mean

difference between Tibetan boys and girls on intelligence test.

- 4. There will be no significant mean difference between Pakhtoon boys and Tibetan boys on intelligence test.
- 5. There will be no significant mean difference between Pakhtoon girls and Tibetan girls on intelligence test.
- 6. There will be no significant mean difference between Pakhtoon and Tibetan students on academic achievement.
- 7. There will be no significant mean difference between Pakhtoon boys and girls on academic achievement.
- 8. There will be no significant mean difference between Tibetan boys and girls on academic achievement.
- 9. There will be no significant mean difference between Pakhtoon boys and Tibetan boys on academic achievement
- 10. There will be no significant mean difference between Pakhtoon girls and Tibetan girls on academic achievement.

Sample

The sample of the present study comprised of 120 Pakhtoon and Tibetan students (both boys and girls) drawn from the government schools.

Tools used

The tools for the present study were selected in a manner to achieve optimum level of confidence by the investigator for the accomplishment of the objectives of the study. The investigator selected the following tools to collect the relevant data.

- 1. Mehrotras Mixed Type Group Test of Intelligence.
- 2. Aggregate percentage of marks as indicator of academic achievement.

Statistical Treatment

The data collected was subjected to the following statistical treatment:

1. Mean, 2. S.D, 3. t-test

Analysis and Interpretation

In order to achieve the objectives formulated for the present study, the data collected has been tabulated below.

The table 1 shows that there is a significance of mean difference in intelligence between Pakhtoon and Tibetan students towards intelligence test and depicts that the calculated tvalue (2.51) exceeds the tabulated t-value, which indicates the significance at .05 levels. The results specify that Pakhtoon and Tibetan students vary in intelligence as Tibetan students are more intelligent than Pakhtoon students.

The table shows the significance of

Pakhtoon boys and girls and depicts that the difference is not significant, as our calculated t-value (0.45) is less than the tabulated t-value at .05 level of significance. This confirms that the intelligence level of boys and girls towards is similar.

The table 1 the shows significance of mean intelligence difference between Tibetan boys and girls reveals that the difference is not significant, as our calculated t-value (1.74) is less than the mean intelligence difference between tabulated t-value at .05 level of

Table 1:

Showing Significance of	mean dif	fference	between	Mean	scores	of
Pakhtoon and Tibetan	students'	on Inte	elligence	and Ac	cademic	2
Achievement on t	he basis /	of their	gender a	nd cre	ed:	

Variable	Group	N	Mean	S.D	df.	t-value	Sign.
Intelligence	Tibetan	60	57.5	11.18	118	2.51	p<.05
	Pakhtoon	60	52.6	10.15			
	Pakh. Boys	30	52.0	10.48	58	0.45	NS
	Pakh. Girls	30	53.2	9.78			
	Tibe. Boys	30	55.1	9.15	58	1.74	NS
	Tibe. Girls	30	60.0	12.40			
	Pakh. Boys	30	52.0	10.48	58	1.22	NS
	Tibe. Boys	30	55.1	9.15			
	Pakh. Girls	30	53.2	9.78	58	2.36	p<.05
	Tibe. Girls	30	60.0	12.40			
Academic	Pakhtoon	60	52.8	5.6	118	6.21	p<.01
Achievement	Tibetan	60	60.7	8.1			
	Pakh. Boys	30	51.6	5.5	58	1.71	NS
	Pakh. Girls	30	54.0	5.4			
	Tibe. Boys	30	59.2	7.9	58	1.50	NS
	Tibe. Girls	30	62.3	8.1			
	Pakh. Boys	30	51.6	5.5	58	4.34	p<.01
	Tibe. Boys	30	59.2	7.9			
	Pakh. Girls	30	54.0	5.4	58	4.68	p<.01
	Tibe. Girls	30	62.3	8.1			

significance. This confirms that the intelligence of Tibetan boys and girls is same.

The above table shows the significance of mean intelligence difference between Pakhtoon boys and Tibetan boys and depicts that the difference is not significant, as our calculated t-value (1.22) is less than the tabulated t-value at .05 level of significance. This confirms that the intelligence of Pakhtoon boys and Tibetan boys is same.

The above table shows the significance of mean difference between Pakhtoon girls and Tibetan girls on intelligence test and depicts that the calculated t-value (2.36) exceeds from the tabulated t-value which indicates the significance at .05 level. This result specifies that Tibetan girls are more intelligent than Pakhtoon girls. The table 1 also shows the significance of mean difference between Pakhtoon and Tibetan students on academic achievement and depicts that the calculated t-value (6.21) exceeds from the tabulated t-value, which indicates the significance at .01 level. This confirms that both Tibetan students show better academic achievement than Pakhtoon students.

The above table Shows the Significance of mean difference between Pakhtoon boys and girls on academic achievement and depicts that the difference is not significant, as our calculated t-value (1.71) is less than the tabulated t-value at .05 level of significance. This confirms that both boys and girls show similar academic achievement.

The above table Shows the Significance of mean difference between boys and girls of Tibetan school on academic achievement and depicts that the difference is significant, as our calculated t-value (1.50) is less than the tabulated t-value at .05 level of significance. The results confirm that both boys and girls show similar academic achievement.

The above table Shows the Significance of mean difference between Pakhtoon boys and Tibetan boys on academic achievement and depicts that the calculated t-value (4.34) exceeds from the tabulated t-value which indicated the significance at .01 level. The results confirm that the Tibetan boys show better academic achievement than Pakhtoon boys.

The above table shows the significance of mean difference between Pakhtoon girls and Tibetan girls on academic achievement and depicts that the calculated t-value (4.68) exceeds from the tabulated t-value, which indicates the significance at .01 level. This confirms that the Tibetan girls show better academic achievement than Pakhtoon girls.

Findings

On the basis of analysis, interpretation and discussion certain meaningful conclusions have been drawn which are given below.

- 1. It has been found that Tibetan students are more intelligent than Pakhtoon students.
- 2. The girls of Pakhtoon and Tibetan schools are more intelligent than the boys of the respective schools.
- 3. The Tibetan boys are more intelligent than the Pakhtoon boys.
- 4. The Tibetan girls are more intelligent than Pakhtoon girls.
- 5. It has been found that Tibetan students showed better academic achievement than Pakhtoon students.
- 6. Tibetan boys showed better academic achievement than Pakhtoon boys.
- 7. Tibetan girls showed better academic achievement than the Pakhtoon girls.
- 8. Boys and girls of both Pakhtoon and Tibetan schools showed similar academic achievement.

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** Dilruba Syed Yatu: Research Scholar, Dept. of Education, University of Kashmir, Srinagar. (J&K) Study on Family Climate and Achievement in Mathematics......by Aliya Khatun



Study on Family Climate and Achievement in Mathematics of Students at Secondary Level

Aliya Khatun *

Key Words : Family Climate, Achievement in Mathematics

<u>Abstract</u>

The Present paper aims at studying the relationship between family climate and achievement in mathematics of secondary school students of Aligarh city. The sample consists of 200 secondary school students, selected by using simple random sampling. Family Climate School (FCS) by Beena Shah and achievement score in mathematics was taken from IXth class annual examination to assess family climate and achievement in mathematics. Achievement of boys in mathematics was higher than girls. No significant differences were found in mathematics achievement according to the three different level of family climate.

Introduction

Children are future of the society and they hold the key factor to change. Therefore, it is the duty of society to provide them with a complete education. Family is the first school of the child. Education starts with what children learn from their parents and from what they learn in the beginning years of their lives. This initial education influences their whole life. Family environment is the most important institution for the existence and continuance of human life and the development of various personality traits (Bandhana &.Sharma 2012). This is the responsibility of home environment to facilitate the growth of a sense of purpose and confidence in the students (Mahanta, 2014). Family influences on personality as the major part of one's time is spent in the home and with the members of the family (*Herlock*, 2003). Some interactions include regular discussions among family members, encouragement, faith, warmth, daily routine, praise etc. all of these connections to produce an impact on academic achievement.

When a child enters in the school, parent expects good achievement in all subjects especially in mathematics. This pressure reaches on its peak at secondary school stage. Children's educational attainment is strongly associated with the characteristics of their family environment (*Mensah& Kiernan*, 2010). Achievement in mathematics at secondary level has a great influence on their future performance. Having a strong background in mathematics prepares

students develop sophisticated • perspectives and more career options for students.

Parental support and facilities related to education at home also affects achievement in education. Majority the students who had high achievement in mathematics lived with their father and mother and have the basic things needed for good education (Oltunde, 2010). Socioeconomic background and some personal factors also influence on student's achievement in mathematics. Several socio-personal variables such as socioeconomic background and school alienation were responsible for different levels of achievement in mathematics (Magsud and Khalique 1991). Parents' reinforcement of educational expectations made a significant contribution to the predictor of achievement (Onocha & Okpala, 2001). Various factors that might affect students' mathematical achievement, including students' own interest, peer environment, involvement and parental and encouragement, familial support etc.

Objectives:

Following are the objectives of the study;

- To compare achievement in mathematics of secondary school students having positive family climate and moderate family climate.
- To compare the achievement in mathematics of secondary school students having positive family climate and negative family climate.
- To compare achievement in mathematics of secondary school students having moderate family climate and negative family climate.
- To study the difference in achievement in mathematics of secondary school boys and girls.
- To study the difference in the achievement in mathematics of secondary school boys and girls having positive family climate.

- To study the difference in achievement in mathematics of secondary school boys and girls having moderate family climate.
- To study the difference in achievement in mathematics of secondary school boys and girls having negative family climate.

Hypotheses:

Following hypotheses were formulated for the study;

- There is no significant difference in achievement in mathematics of secondary school students having positive family climate and moderate family climate.
- There is no significant difference in achievement in mathematics of secondary school students having positive family climate and negative family climate.
- There is no significant difference in achievement in mathematic of secondary school students having moderate family climate and negative family climate.
- There is no significant difference in achievement in mathematics of secondary school boys and girls.
- There is no significant difference in the achievement in mathematics of secondary school boys and girls having high positive family climate.
- There is no significant difference in achievement in mathematics of secondary school boys and girls having moderate family climate.
- There is no significant difference in the achievement in mathematics of secondary school boys and girls having negative family climate.

Sample:

The sample consists of 200 secondary schools students of whom 100 were boys and 100 were girls. The sample was collected randomly from the four schools of Aligarh city of Uttar Pradesh.

Tools and Techniques:

In order to collect data on family climate, the Family Climate Scale (FCS) constructed by *Beena Shah* was used. This scale was based on ten dimensions and ninety items. This scale was highly reliable and valid. To know the achievement in mathematics the score of mathematics of annual exam of IXth was taken. Mean, SD and 't' test were used to assess the significant difference between boys' and girls' achievement. To compare mathematic achievement of the students having different levels of family climate (positive, moderate and low) t-test used.

Data Analysis:

Table 1

Significance of the difference between means of achievement in mathematics of students from different family

climates.

Family	N	м	Sd.	df	t
Climate					sign.
Positive	67	57.05	27.8	137	1.47
Moderate	72	50.65	23.9		NS
Positive	67	57.05	27.8	126	1.73
Negative	61	49.00	25.4		NS
Moderate	72	50.65	23.9	131	0.38
Negative	61	49.00	25.4		NS

Table 1 shows the comparison between mathematic achievement of students having positive & moderate; positive & negative and moderate & negative family climates. Here the t values for corresponding groups of family climates are not significant at 0.05 level. Hence the null hypotheses 1, 2 and 3 are accepted.

Table 2 shows the gender wise comparison between means of mathematic achievement of students having positive, moderate & negative family climates. Here the t-values for gender wise achievement in

Table 2

Significance of the gender wise difference between means of achievement in mathematics of students different family climates.

Climate/	N	М	Sd.	df	t
Gender					sign.
Total					
Boys	100	63.79	21.8	198	6.92
Girls	100	41.14	24.4	-	p<.01
Positive					
Boys	27	74.44	17.3	65	5.28
Girls	40	44.35	25.9		p<.01
Moderate					
Boys	32	62.84	18.4	68	4.32
Girls	38	40.52	23.9		p<.01
Negative					
Boys	41	57.51	24.5	61	3.35
Girls	22	36.36	22.6		p<.01

mathematics for corresponding groups of family climates are significant at 0.01 level. Hence the null hypotheses 4, 5, 6 and 7 are rejected.

Findings of the Study:

- There is no significant difference in mathematics achievement of secondary school students having positive family climate and moderate family climate.
- There is no significant difference in mathematics achievement of secondary school students having positive family climate and negative family climate.
- There is no significant difference in mathematics achievement of secondary school students having moderate family climate and negative family climate.
- There is significant difference in the mathematics achievement of secondary school boys and girls. Boys' mathematics achievement is better than the achievement of girls.
- There is significant difference in the mathematics achievement of secondary

school boys and girls having positive family climate. Boys' mathematics achievement is better than girls achievement having positive family climate.

- There is significant difference in the mathematics achievement of secondary school boys and girls having moderate family climate. Boys perform better than girls' in mathematic having moderate family climate.
- There is significant difference in the mathematics achievement of secondary school boys and girls having negative family climate. Boys' mathematics achievement is better than girls' achievement having negative family climate.

Discussion:

Family climate affects the achievement of students in school. In poor family climate negative attitudes takes place in the mind of child. This affects the personality of child as well as his performance in school. So parents should take the responsibility to make healthy family climate. Secondly, this study indicates that girls' performance in mathematics in not satisfactory. So parents and teachers should try to know the reason behind this problem. The wide gap in mathematics achievement in girls and boys should take into account and this is the responsibility of parents as well as of teachers to make efforts to fill this gap.

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Study on Socio-Economic Status and Academicby Dr. Tripti Datta



Study on Socio-Economic Status and Academic Achievement of Scheduled Caste and Scheduled Tribe Students at Secondary Level

Dr. Tripti Datta *

Key Words : Socio-Economic Status, Academic Achievement

Abstract

The present study is conducted to find the relationship between Socio-economic Status and academic achievement of the SC and ST students. The objectives of this research were to study the relationship between socio-economic Status and academic achievement of SC and ST students and to study and compare the socio-economic status and academic achievement of SC and ST students. Survey method was used to collect data from 120 students (SC-60; ST-60) of class IX from three schools of Malda district. The tools used were Socio-economic status scale by Prof. T. Pan and Teacher made test. product moment co-efficient of Correlation (r) and t-test were used for data analysis. The results reveal that, there is a significant positive correlation between Socio-economic Status and academic Status and academic achievement of SC and ST students.

Introduction:

The Present education system is achievement oriented. It is given a lot of weightage in admission to higher studies and in job selection etc. Students' achievement depend upon different factors- such as personal factors which include age, Sex and health etc, Sociocultural factors which include Socioeconomic conditions, the cultural background, home environment etc and Psychological factors like intelligence, creativity, achievement motivation, interest etc. Previous research studies indicate that among all the factors socioeconomic Status is most commonly linked to academic performance.

Socio-economic status is used to describe something that relates to or is

concerned with the interaction of social and economic factors. It is basically, income and social position that is used to measure the status of a family or an individual in a community.

Socio-economic status is typically broken into three categories i.e.; high, middle and low. These three categories describe the three areas a family or an individual fall into. Low socio-economic status and its correlates, such as lower education, poverty and poor health, ultimately affect our society as a whole. There are people who are SCs and STs fall under the category of Low Socioeconomic Status. Research indicates that children from low- socioeconomic status develop academic skills more slowly compared to children from higher socio

economic status- group. Students coming from Scheduled castes and Scheduled Tribes are also likely to be deficient in the Scholastic areas.

Objectives:

The study was conducted to achieve the following objectives.

i) To study the relationship between socioeconomic Status and academic achievement of SC and ST students.

ii) To study and compare the socioeconomic status and academic achievement of SC and ST students.

Hypotheses:

 H_01 . There is no significant correlation between socio-economic status and academic achievement of SC students.

 H_0^2 . There is no significant correlation between socio-economic status and academic achievement of ST students.

 H_03 . There is no significant mean difference of Socio-economic Status with respect to SC and ST students.

 H_04 . There is no significant mean difference of Academic achievement with respect to SC and ST students.

Methodology :

Survey method was used to conduct the present study.

Sample :

For this study 120 students (SC - 60; ST - 60) of class IX from three schools of Malda District were taken as sample.

Tools :

The following tools were used in the study. i. Socio-economic status scale by Prof.

T. Pan.

ii. Teacher made Tests of the Schools were considered as Achievement Tests.

Statistical Technique :

Product moment co-efficient of correlation (r) and t-test Statistical techniques were used for the analysis of the data.

Results and Its Interpretation

The table 1. depicts the co-efficient of correlation between socioeconomic status and academic achievement of SC student. The calculated value of 'r' is .44 which is significant at 0.01 level.

Table – 1

Showing co-efficient of Correlation (r) between Socio-economic Status (SES) and Academic Achievement of SC – students.

Variable	N	м	SD	r	Sign.
Socio-					
Economic	60	36	9.41	.44	p<.01
Stattus	SC				
Academic		54	7.95		
Achievem					
ent					

It shows that socioeconomic Status and academic achievement of SC students are positively and significantly correlated to each other. Hence H_01 is rejected.

The table 2. shows that the calculated value of 'r' is .61 which is significant at .01 level. Hence H_02 is rejected.

This indicates that there is positive correlation between Socioeconomic Status and academic achievement of ST students.

Table – 2

Showing co-efficient of Correlation (r) between Socio-economic Status (SES) and Academic Achievement of SC – students.

Variable	N	М	SD	r	Sign.
Socio-					
Economic	60	38	9.39	.61	p<.01
Stattus	ST				
Academic		48	7.57		
Achievem					
ent					

Table – 3

't' ratio of Socioeconomic Status of SC and ST students

Group	N	М	SD	df	t	Sig.
SC	60	36	9.41	118	1.17	NS
ST	60	38	9.39			

From the above table it is found that the calculated value of 't' is 1.17 which is not significant. Hence OH_3 is accepted. This means that there is no significant mean difference of socioeconomic status with respect to SC and ST students.

Table	- 4
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't' ratio of Academic Achievement of SC and ST students

Group	N	М	SD	df	t	Sig.
SC	60	54	7.95	118	4.25	S
ST	60	48	7.57			p<.01

It is observed from the table–4 that the calculated value of 't' is 4.25 which is significant at .01 level. Hence OH_4 is rejected. This indicates that there is significant mean difference of academic achievement with respect to SC and ST students.

Major Findings:

i) Socioeconomic Status and Academic achievement of SC students are

Positively and significantly correlated to each other.

- ii) There is positive correlation between Socioeconomic Status and Academic Achievement of ST students.
- iii) There is no significant mean difference of socioeconomic status with respect to SC and ST students.
- iv)There is significant mean difference of academic achievement with respect to SC and ST students.

Conclusion :

From the findings of this study it can be inferred that socioeconomic Status and academic achievement with respect to SC and ST students are positively and significantly related to each other. SC and ST students differ significantly in their academic achievement. But table – 3 shows that there is mean difference of socioeconomic status with respect to SC and ST but that difference is not significant.

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Impact of Scientific Thinking on Academic Achievement of Students at Higher Secondary level

T. Vani *

Key Words : Scientific Temper, Academic Achievement

<u>Abstract</u>

Scientific thinking is a process of extending knowledge by forming a hypothesis based on observation and epidemiological patterns, which is then tested through the process of inductive logic. Scientific thinking is adopted as 'Knowledge Seeking.' This definition encompasses any instance of purposeful thinking that has the objective of enhancing the seeker's knowledge. Indeed, it is the desire for scientific understanding for explanation that drives the process of scientific thinking. The present study is intended to study the effect of scientific thinking style on academic achievement of higher secondary students. It was found that mean value of academic achievement with high scientific thinking style is greater than their counter parts. It can be concluded that scientific thinking style effects academic achievement of higher secondary school students.

Introduction

Science is most important subject. Science in its various forms and shapes helps us to understand ourselves and the environment around us. In our day to day life we use science in an intricate way. Man is inquisitive in nature. He tries to find the 'How and Why' of all that happens in nature and in his surroundings. His spirit of enquiry at first extends to most simple facts of nature. A child would like to know, how the wind blows; what stuff the clouds are made of and how a small seed grows into a big tree. As he grows up, he comes across more complicated events and objects. In this way the search for the causes of natural phenomena and other events has been the function of science. So, the development of scientific thinking is most important among students for their development of thinking power.

Scientific thinking is the process of extending knowledge by forming a hypothesis based on observation and epidemiological patterns, which is then tested on a subset of the total population, then generalizing the result to the appropriate population, through the process of inductive logic. Before implementation of the hypotheses they should be tested by studies planned on the basis that the hypotheses will be proved or denied.

Students are influenced by a need to achieve. It causes them want to be successful at what they attempt. Academic achievement is something you do or achieve at school, college or university in class, in a laboratory, library or field work. It does not include sports or music.

Scientific thinking as a human activity engaged in by most people, rather than a rarefied few. As such, it connects to other forms of thinking studied by cognitive psychologist, such as inference and problem solving. Scientific thinking is most often social nature, rather than a phenomenon that occurs only inside peoples head. A group of people may rely jointly on scientific thinking in pursuing their goals.

Scientific thinking is adopted as 'Knowledge Seeking.' This definition encompasses any instance of purposeful thinking that has the objective of enhancing the seeker's knowledge. Indeed, it is the desire for scientific understanding for explanation that drives the process of scientific thinking.

A new sizeable literature on children's theory of mind (Flavell, 1999; Wellman, 1988) affords insight into the origins of scientific thinking because it identifies the earliest forms of a child's thinking about thinking. Thinking about thinking is not delayed until adolescence, As Inhelder and Piaget's (1958) account of formal operations might suggest. Rather, it is identifiable in the early forms of awareness preschool children display regarding their own and others' thinking. By age 3, children show some awareness of their own thinking processes and distinguish Thinking about an object from perceiving it (Flavell, green, &flavell, 1999). Scientific education status access to computer has positive impact. Fah, Lay Yoon; Hoon, Khoo Chwee found that science education in Malaysia nurtures a science and technology culture by focusing on the development of individuals who are competitive, dynamic, robust, resilient and able to master scientific knowledge and technological competency. To this end, the science curriculum in Malaysia gives conscious emphasis to the acquisition of scientific skills and thinking skills, the inculcation of scientific attitudes and noble values besides the acquisition of scientific and technological knowledge and its application to the natural phenomena and students' daily experiences.

Collins J. N. (1994) demonstrates that 11-year-old children's scientific thinking in formal operational terms can be significantly developed through training in the cognitive style of field independence determined by the Group Embedded Figures Test. Suggests students could perform formal operationally if they had the skill of identifying the variables to be manipulated.

Considering the above related literature, the researcher formulated the objective for the study as follows.

Objective of the Study

-To measure the effect of scientific thinking style on academic achievement in secondary school students.

Research Question

Q -Does the scientific thinking style effect on the academic achievement in higher secondary school students?

Sample

For the study the researcher purposively selected a sample of 150 students. After the application of test on scientific thinking style, the researcher identified the high and low scientific thinking groups to study their academic achievement. For the classification of high and low scientific thinking groups Q_1 and Q_3 were identified. The final sample for the study was found to be 40 and 43 from high and low scientific thinking style respectively.

Tool Used

For measuring the scientific thinking style the researcher used the scale

developed by *Dr.P.N.Singh* & *Dr.Ranjana Arora* (B.H.U). This test is on validity & reliability norms. For the Academic Achievement of students, researcher made test has been used.

Analysis And Interpretation

The mean of academic achievement of the high group of scientific thinking style is 77.13 and that of low group is 61.65. To find whether the difference is significant or not, 't'value is calculated which is shown in the table.

Table 1

Difference in the academic achievement of high and low groups of scientific thinking style.

			•	•	
Groups	N	Mean	SD	df	t
High					
Scientific	40	77.13	10.47	81	7.94
Thinking					p<.01
Low					
Scientific	43	61.65	06.82		
Thinking					

From the above table it is revealed that the calculated't' value is 7.938 (df =81) which is significant at 0.01 level

of significance. So, there is significant difference in the academic achievement with respect to their scientific thinking style. As per the mean scores, high scientific thinking scored more than the low scientific thinking group.

Findings

1. The scientific thinking style effect on the academic achievement of students at higher secondary level.

Reconcialation

It was found that mean value of academic achievement of high group of scientific thinking is greater than the lower group because scientific thinking style effects more on academic achievement on high group of higher secondary school students. So scientific thinking style significantly effects the academic achievement of students. According to Halpern, Mills, Arthur, Zhiqiang computerized learning game, different jeopardy like game science program helps in increasing the scientific thinking of students which is greatly effects the academic achievement of students.

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Study Habits and Achievement in Mathematics by Sabika Zaidi



Study Habits and Achievement in Mathematics of Students at Secondary Level

Sabika Zaidi *

Key Words : Study Habits, Achievement in Mathematics

<u>Abstract</u>

The present deals with the role of study habits in mathematics achievement of secondary school students. A sample of 200 students was drawn randomly from secondary schools of Aligarh district. 'Study Habits Inventory' constructed by 'Dr. B.V. Patel' was used to measure the level of study habits. Analysis of data indicated that no significant difference is found in the mathematics achievement of secondary school students having different levels of study habits (good, satisfactory and poor). Also, there is no significant difference in the mathematics achievement of secondary school study habits. Among the boys and girls having satisfactory study habits and poor study habits, boys are better in their achievement in mathematics.

Introduction Study habits:

Study habits may be considered as study routine of students but not restricted to, the frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment. Students' attitudes toward the act of studying are referred to as 'study attitudes' (Crede & Kuncel, 2008). National Assessment of Educational Progress (NAEP) in1994 conducted research to find out the relationship between study habits and academic achievement. The findings of this research revealed a positive correlation between study habits and academic achievement of elementary and secondary school students. Onwuegbuzie

(2001) conducted a series of studies to find out the relationship between study habits and academic success, and reported a positive relationship between them. Learners' emotions, attitudes towards maths and study habits, their experience of the teaching of maths, the classroom atmosphere and their family life, all play a significant role in their maths achievement (Maree, 1997). Mehta and Malhotra (1993) carried out a study to find out the predictors of academic achievement among 300 arts students. Stepwise regression analysis revealed that study habits and study attitudes were the important predictors of academic achievement.

Mathematics Achievement:

Mathematics education occupies a

very eminent place in curriculum at • There is no significant difference in the mathematics achievement of secondary

Mathematics is a priority area in the field of education. It is the oldest of all sciences that have developed through the ages having a direct impact on the quality of human life on our planet. The mathematics helps the students to develop the skill in reasoning and thinking level. Sakaadvik, Einar Rankin and Richard (1994) studied on gender differences in mathematics achievement. self concept and motivation. The study concluded that there were no Gender differences in mathematics achievement, but boys had higher self concepts, self perceived skills motivation. The and education commission (1964-1966) popularly known as "Kothari commission" recommended that mathematics should be taught on a compulsory subject to all pupils as a part of general education. The national policy of education (1986) has also considered the importance of mathematics in general education and suggests that mathematics should be visualized as the vehicle to train a child to think, reason, analyze and to articulate logically.

Objectives of the study:

Following are the objectives of the study;

- To study the difference in the mathematics achievement of secondary school students having good, moderate and poor study habits.
- To study the gender base difference in the mathematics achievement of secondary school students having good, moderate and poor study habits.

Hypotheses of the Study:

- There is no significant difference in the mathematics achievement of secondary school students having good study habits and Moderate study habits.
- There is no significant difference in the mathematics achievement of secondary school students having good study habits and poor study habits.

- There is no significant difference in the mathematics achievement of secondary school students having moderate study habits and poor study habits.
- There is no significant difference in the mathematics achievement of secondary school boys and girls having good study habits.
- There is no significant difference in the mathematics achievement of secondary school boys and girls having moderate study habits.
- There is no significant difference in the mathematics achievement of secondary school boys and girls having poor study habits.

Methodology:

Variables:

- 1. Dependent variable
- Mathematics achievement
- 2. Independent variable
 - Study habitsGender

Tools used:

To measure the study habits, Study Habits Inventory' constructed by *Dr. B.V. Patel* was used. The reliability of the inventory established by test-retest method and split-half method were found to be .79 and .82 respectively. The validity was established by using external criteria. Here scores on the study habits inventory were correlated with the teachers' opinion, and examination marks. The coefficient of examination marks was 0.50. With teachers' opinion, the coefficient of correlation was 0.40.

To obtain data relating to the mathematics achievement of the students, the mathematics marks of their final examination of class IX were taken as an index of mathematics achievement.

Sample:

The sample consisted of 200 students selected from 4 secondary schools of Aligarh district. Out of 4 schools, 2 were boys' school and 2 were girls' schools. Out of 200 students, 100 were male and 100 were female.

Statistical Techniques used:

The data collected by the investigator from the sample was analyzed using suitable statistical techniques such as Mean, Standard Deviation and t- test.

Results and Discussion: Table 1

Mathematics achievement scores of secondary school students of different study habit groups

Group	N	Mean	SD	df	t
Good study	43	54.44	24.4	112	1.088
habits					NS
Moderate	71	59.34	22.6		
study habits					
Good study	43	54.44	24.4	127	.906
habits					NS
Poor	86	58.38	22.8		
study habits					
Moderate	71	59.34	22.6	154	.262
study habits					NS
Poor	86	58.38	22.8		
study habits					

Table 1 shows that the 't' value is not significant for inter study habit groups viz., Good Study Habits, Moderate Study Habits; Good Study Habits and Poor Study Habits; Moderate Study Habits and Poor Study Habits. Hence corresponding null hypotheses were accepted.

Table 2 depicts that there is no significant difference between the mathematics achievement of boys and girls with good study habits. 't' value is not significant at 0.05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference in the mathematics achievement of secondary school boys and girls having good study habits. In the moderate study habits group and poor

Table 2

Gender Wise Mathematics Achievement Scores of secondary school students of different study habit groups.

Group	N	Mean	SD	df	t
G.S.Habits					
Boys	21	60.76	22.5	41	1.69
Girls	22	48.41	25.0		NS
M.S.Habits					
Boys	33	73.55	16.9	69	6.06
Girls	38	47.0	19.6		p<.01
P.S.Habits					
Boys	46	65.54	21.8	84	3.30
Girls	40	50.15	21.4		p<.01

study habits group, boys have shown significantly more mathematics achievement than girls. Hence correspon ding null hypotheses were rejected.

Findings:

The findings of the study are:

- There is no significant difference in the mathematics achievement of secondary school students having good study habits and satisfactory study habits.
- There is no significant difference in the mathematics achievement of secondary school students having good study habits and poor study habits.
- There is no significant difference in the mathematics achievement of secondary school students having satisfactory study habits and poor study habits
- There is no significant difference in the mathematics achievement of secondary school boys and girls having good study habits.
- There is significant difference in the mathematics achievement of secondary school boys and girls having satisfactory study habits.
- There is significant difference in the mathematics achievement of secondary school boys and girls having poor study habits.

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* *Sabika Zaidi* : Research Scholar, Dept. of Education, Aligarh Muslim University, Aligarh. (U.P.) Email : sabika1.zaidi@gmail.com Impact of Choice of Motivational Strategies on Learners' by Shivaji Kushwaha



Impact of Choice of Motivational Strategies on Learners' L2 Learning Motivation

Shivaji Kushwaha *

Key Words : Motivational Strategies, L2 Learning Motivation

<u>Abstract</u>

The aim of the present mixed method study was to investigate the overall impact of the choice of teacher's motivational strategies and learners' self-regulatory strategies on the learners' motivation in an L2 classroom. The objectives of this broad aim were in the form of three questions. First, do teachers need different motivational strategies for adults than those for children? Second, what are the identifiable reasons for the difference in the motivational levels of learners? Third, do learners use self-regulatory strategies to maintain or heighten their motivation for learning L2? Sixteen sessions of a Chinese class, attended by six English adults learning Chinese as an L2, were observed. The quantitative data was collected by three research tools – classroom minute-by-minute observation tool, teacher's postlesson evaluation scale and the learners' self-report questionnaire. Structured interview and classroom observation notes were used to collect qualitative data. The findings reveal that for adult L2 learners, teachers need different motivational strategies than the ones used for children. The other two findings of the study are that the motivational level of the learners with intrinsic motivation is quite higher than the learners with extrinsic motivation, and L2 learners do use self-regulatory strategies but in different quantities.

Introduction

I have always, being a teacher of English as the second language (L2), remained concerned 'what makes students want to learn languages and what causes them to put forth the effort to persist in the difficult adventure' (*Oxford*, 1996, p. 1). This is how the concept of motivation in second language acquisition (SLA) has always been close to my heart from the beginning of my teaching career.

Motivation, the word derived from the Latin verb *movere* meaning *to move*,

'concerns what moves a person to make certain choices, to engage in action, and to persist in action' (*Ushioda*, 2008, p. 19). As a conative construct it is associated with human volition, intentions and commitments and plays an important role in SLA as it is 'the desire to initiate L2 learning and the effort employed to sustain it' (*Ortega*, 2009, p. 168). However remarkable the teachers and the curricula of L2 are, the long-term goals of learning the second language cannot be attained if learners are not motivated to learn it (*Dornyei & Csizer*, 1998). The

importance of motivation in L2 learning is highlighted very well by *Corder* (1967, p. 164) when he states, 'Let us say that, given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data.' A sensitive L2 teacher is very much concerned about the learners' everchanging level of motivation, and therefore, knowingly or unknowingly, uses several motivational strategies to maintain or heighten the motivational level of the learners for L2.

This study is an attempt to investigate the impact of the choice of teacher's and the learners' motivational strategies on the learners' motivation during L2 acquisition. First, it has been tried to find out quantitatively whether L2 teachers need motivational strategies for adult learners different than those which they use to motivate children. Then the study attempts, through qualitative methods, to find out the reasons for the difference in the motivational level of different learners, and their own ways to maintain or heighten their motivation in learning the L2.

Literature Review

To understand the concept of motivational strategies and studies done in this area better, first we must have a clear picture of the research in L2 motivation. Therefore, I would like to divide this section into two subsections: L2 motivation and L2 motivational strategies.

L2 Motivation

L2 motivation, since its conception in 1950s, has been a fertile ground for educational and psychological research, but after the addition of dynamicity to motivation, L2 motivation and motivational strategies have opened up a wider range of research directions (*Dornyei & Ushioda*, 2009). To have a comprehensive idea of L2 motivation studies, we can divide them into three phases (Dornyei, 2005):

(a) The social psychological phase

As early as in 1959, Lambert and Gardner developed a model of L2 motivation, which later became popular as socio-educational (SE) model (Gardner and Lambert, 1972; Gardner, 1985). The SE model and the Attitude/Motivation Test Battery (ATMB) - a self-reported instrument, developed by Gardner (1985), to quantify motivation – dominated the L2 motivation research for decades. But by mid-1990s, the resistance of several L2 motivation researchers against the hegemony of the SE model set the scene for the "motivational renaissance" (Gardner & Tremblay, 1994, p. 526) in L2 motivation research.

(b) The cognitive-situated phase

L2 motivation researchers like *Skehan* (1991), *Crookes* and *Schmidt* (1991), Dornyei (1994) and *Oxford* and *Shearin* (1994) emphasised on the exploration of the cognitive and different qualitative aspects of motivation. Situating L2 motivation and the influence of cognitive revolution gave rise to *self-determination theory, attribution theory* in learning L2, and *task motivation* (Dornyei, 2005).

(c) The process-oriented phase

The paradigm shift in the L2 motivation studies from macro-context to micro-context, from quantity to quality, from static aspect to dynamic aspect, and from product to process has explored new avenues for L2 research (*Dornyei*, 2005). The most significant addition in L2 motivation research in this century is the L2 Motivation Self System, propounded by Dornyei (*Dornyei*, 2005; *Csizer & Dornyei*, 2005). The Self System has three components:

The Ideal L2 Self is the learner's personal identity, whereas the Ought-to Self is her/his social identity (See also later Section 5.2 for a more detailed discussion). The third component L2

Impact of Choice of Motivational Strategies on Learners'by Shivaji Kushwaha

Learning Experience is associated with the classroom environment, the curriculum, the learner's relationship with the teacher and the classmates, and the sweet and bitter experiences of the learner in learning the L2. (Dornyei, 2005). Four motivational profiles of L2 learners are identified (Dornyei & Ushioda, 2009): most motivated learners, less motivated learners, not very motivated learners and demotivated or amotivated *learners*. Teachers have considerable role in motivating or demotivating learners (Dornyei, 2005). This brings us to the focus of the present study, i.e. motivational strategies.

Motivational Strategies

The success or failure of learning a second language depends a lot on the L2 motivation as it 'provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process' (Dornyei & Csizer, 1998). As motivation is a very important factor in learning L2 successfully, the skills or strategies to motivate learners are considered at the of teaching effectiveness. core Motivational strategies are 'the motivational influences that are consciously exerted to achieve some systematic and enduring positive effect' (Dornyei, 2001, p. 28).

A systematic collection of L2 motivational strategies was brought out by *Dornyei* (1994a), which consists of 30 macrostrategies. Each of these macro strategies is further divided into several microstrategies and techniques, resulting in a total of approximately 100 concrete suggestions and recommendations. Motivational strategies can be broadly divided into two categories (Dornyei, 2001):

(a) Instructional interventions: These are used by the teacher to motivate the learners;

(b) Self-regulating strategies: These are consciously used by individual learners to maintain or heighten their motivational level.

Dornyei (2001) suggests five classes of self-motivating learner strategies:

•Commitment control strategies (e.g. keeping in mind positive incentives)

•Metacognitive control strategies (e.g. giving oneself regular self-reminder)

•Satiation control strategies (e.g. giving a twist to a task)

•Emotional control strategies (e.g. selfencouragement) and

•Environmental control strategies (e.g. making a public commitment).

Empirical Studies on Motivational Strategies

There exists a consensus about the remarkable role of L2 learners' motivation in SLA. There is no denying the fact that without sufficient motivation even a highly cognitively capable learner fail to attain long-term goals in learning L2 (Dornyei &Csizer, 1998; Guilloteax & Dornyei, 2008). But, as Cheng and Dornyei (2007) observe, the studies done on the impact of motivational strategies on learners in L2 class are disappointingly limited. However, the effectiveness of motivational strategies has been established by a few empirical studies.

It seems to me that only four studies – Dornyei & Csizer (1998), Cheng & Dornyei (2007), Guilloteaux & Dornyei (2008) and Moskovsky et al (2013) – have empirically investigated effects of the teacher's use of motivational strategies in an L2 classroom, and only the last two among these four are based on classroom observations. There seems to be a gap in the research on motivational strategies done so far:

(i) All the research are done for the motivational strategies to teach English as an L2, not other languages;

(ii) These research have used the quantitative approach only;
(iii) None of the research investigates why there is difference at the level of motivation of the learners;

(iv) None of the research studies the selfregulatory strategies, consciously used by individual learners to heighten or maintain their motivational level; and

(v) There is no empirical research till now about the motivation of adult L2 learners.

In sum, to the best of my knowledge, there has not so far been any study in the field of the impact of motivational strategies in the L2 classroom, which has •used the mixed methods,

•studied a second language other than English,

•empirically looked into the class of adults learning L2,

• investigated the difference at the motivational levels of learners, and

•addressed the self-regulatory strategies used by the learners.

The current study attempts to fill the gap mentioned above.

Research Context

The present study, a modified replication of Guilloteaux & Dornyei (2008), using the mixed methods in the context of Chinese as an L2, aims to address the important gap in the literature. It investigates into the impact of the motivational strategies, used by the teacher as well as the learners themselves, on the L2 motivation of six adult learners, native speakers of English, who were learning Chinese as an L2 at Confucius Institute, Lancaster University, UK.

Research Questions

In a mixed methods research it is obligatory to write specific research questions for both quantitative and qualitative strands (Creswell & Clark 2011). The specific research questions for my dissertation are as follows:

(i) Do teachers need different motivational strategies for adult learners

than those for children in an L2 classroom? (Quantitative)

(ii) Are there identifiable reasons for the difference in the motivational levels of the different learners in their learning L2? (Qualitative)

(iii) Do learners use self-regulatory motivational strategies to maintain or heighten their motivational level in learning L2? (Qualitative)

Hypotheses

(i) There is a significant difference between the use of motivational strategies for adults than those for children in L2 classes.

(ii) There are identifiable reasons for the difference in the motivational levels of the learners in an L2 class.

(iii) Learners have their own selfregulatory motivational strategies to maintain or heighten their motivation in L2 learning.

Methodology

The participants of the study are the six adult native speakers of English who attended weekly classes to learn Chinese as an L2 at Confucius institute, Lancaster University, UK. The quantitative data was collected with the help of the same three research instruments used by Guilloteaux & Dornyei (2008), which the current study is a modified replication of. The qualitative data was collected through semi-structured interview of the participants and structured classroom observation notes. These research tools are as follows.

(A) The Motivation Orientation of Language Teaching (MOLT) Classroom Observation Scheme (see Appendix B).

(B) The Student Motivational State Questionnaire (SMSQ) (see Appendix C).

(C) Postlesson Teacher Evaluation Scale (PTES)(see Appendix D).

(D) Semi-structured Interview.

(E) Structured Classroom Observation Notes.

Intervention and Data collection

The main study was done between May 18 and June 24, 2013. Each 90minute class was broken into two halves. The minute-to-minute observation was recorded in the MOLT during each session, and at the end of the session the postlesson teacher rating scale was filled in by the observer. With an intention not to disturb the classes, the self-reported student questionnaire was administered at the end the last session of the course. The semi-structured oral interview, which went on till July 29, was conducted keeping in mind the availability and convenience of the participants. All the interviews were recorded and the most relevant parts of each were transcribed. There were only 6 participants available for the interview; the audio recording of two of them got deleted due to some technical problem. Each of the participants were played an extract from his/her responses in the class, and thus

Table 1Descriptive statistics MOLT for all 16 lessons

MOLT	Minimum	Maximum	Mean	SD.
Social Chat (unrelated to lesson)	.00	2.00	.8750	.88506
Signposting	.00	3.00	1.5625	.72744
Stating communicative purpose/	.00	3.00	1.5000	.89443
utility of activity				
Establishing relevance	.00	4.00	1.8125	1.32759
Promoting integrative values	.00	6.00	.7500	1.48324
Promoting instrumental values	.00	3.00	.6875	1.01448
Arousing curiosity or attention	1.00	6.00	2.6875	1.19548
Scaffolding	2.00	8.00	5.1250	1.50000
Promoting cooperation	.00	2.00	.3750	.80623
Promoting autonomy	.00	3.00	.5625	.89209
Referential questions	.00	2.00	.5000	.73030
Pair work	.00	3.00	.3125	.87321
Group work	.00	.00	.0000	.00000
+ tangible award	.00	.00	.0000	.00000
+ personalization	.00	2.00	.3125	.60208
+ creative/interesting/fantasy	.00	4.00	1.4375	1.36473
element				
+ intellectual challenge	2.00	9.00	3.9375	2.08066
+ tangible task product	.00	.00	.0000	.00000
+ individual competition	.00	6.00	2.5000	2.09762
+ team competition	.00	.00	.0000	.00000
Generating, maintaining and	.60	1.95	1.2469	.33738
protecting motivation				
Neutral feedback	1.00	4.00	2.7500	.77460
Process feedback	1.00	4.00	2.6875	.79320
Elicitation of self/peer correction	2.00	5.00	3.0625	.85391
session				
Effective praise	1.00	6.00	3.1875	1.55858
Class applause	.00	2.00	.2500	.68313
Encouraging self-evaluation	1.60	3.20	2.3875	.52899
Composite Score MOLT(Session wise)	20.00	55.00	36.8750	8.90599

through the 'simulated recall' technique (Dornyei, 2007, p. 149), they were reminded of their active role in the Chinese class.

Methods of Data Analysis

I have used the concurrent triangulation design of the mixed methods for my research. I collected the quantitative data using three research instruments, viz. the MOLT, a student questionnaire and a post-lesson teacher evaluation scale. The qualitative data was collected concurrently with the help of classroom observation and the semistructured interviews of 5 learners. I have prioritised the qualitative methods over the quantitative ones. Both the methods were kept separate till the data analysis stage. The qualitative data was mixed with the quantitative data during the interpretation of the results.

Results

RQ1. Do teachers need different motivational strategies for adult learners than those for children in L2 classes?

It is interesting to note that scaffolding and intellectual challenge were used most frequently in the classes, with the mean 5.12 (SD 1.5) and 3.93 (SD 2.08) respectively. Just contrary to it team competition, tangible task product, tangible award and group work were not used at all. Scaffolding ranks moderately high in Guilloteaux & Dornyei (2008) too. It means scaffolding is an important motivational strategy for all age-group learners. Tangible awards may work well for children but not for adults. Tangible task product, team competition and group work were not done in the classes of current study perhaps because of very little number of participants.

On the scale ranging from 1 to 6 the teacher has scored 5.5 (with minimum and maximum both 5.5; SD 0) in linguistic competence. His exceptionally good command of Chinese language is

Table 2						
Descriptive statistics for PTES for all 16						
1						

	100001	10		
Score (1to 6)	Mini.	Max.	Mean	SD.
Linguistic				
competence	5.50	5.50	5.5	.0
Focus	3.50	5.50	4.3	.68
Students	3.00	4.50	3.6	.47
expectaction				
Clear	4.00	5.00	4.8	.31
instruction				
Caring	2.50	4.00	3.6	.49
Enthusiasm	3.00	3.50	3.1	.20
Humour	1.50	3.50	1.9	.53
Encouraging	3.50	4.50	4.1	.31
Creativity	1.50	2.50	1.7	.36
Post lesson	3.33	3.83	3.6	.16
teacher				
evaluation				

supported by qualitative data too, which will be discussed in the relevant section. The Clarity in his instructions (mean 4.78) was noted down in the classroom observation too. But the teacher's low scores in humour and creativity is something which is not expected in any, especially, adult classes.

Table	3
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Descriptive	statistics	of	SMSQ	(N=6)
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Score (1 to 6)	Mini.	Max.	Mean	SD.
Mean Attitude	3.11	4.33	3.6	.45
Mean Self-	3.00	5.13	3.7	.76
Confidence				
Mean Anxiety	1.00	4.50	1.8	1.4
Mean Student	2.80	4.53	3.4	.59
Motivational				
State				

Very high mean attitude and selfconfidence, but low anxiety are good evidence of the participants' high

an adult class of self-propelled learners. The wide variation in anxiety (minimum 1.00 and maximum 4.50; SD 1.37) is exceptionally good in Chinese but extra-

motivation which is always expected in careful that he should not make any mistake. If we take out his score, the mean anxiety will be still lower.

As generating, maintaining and because of P5s, 79 years old, who was protecting motivation, and encouraging self-evaluation are the constituents of the

Table 4

Spearman's rho correlational analysis for all 16 lessons on MOLT and PTES

Particulars		Encouraging self-evaluation	Composite Score MOLT (Session-wise)	Postlesson Teacher Eva. Score
Generating, maintaining and rl	ho	.684**	.907**	517*
protecting motivation	р	.003	.000	.040
Encouraging self-evaluation rl	ho		.908**	575*
1	р		.000	.020
Composite Score MOLT rh	ho			558*
(Sessionwise)	р			.025
Composite Score MOLT rl (Sessionwise)	p ho p		.000	.020 558* .025

**. Correlation is significant at the 0.01 level (2-tailed).

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

Table 5

Spearman's rho correlational analysis for all 16 lessons for MOLT and PTES

Particulars		comp	Foc	Stud	Clear	Care	Enth	Hum	Encou	Crea
				Exp	Instru					
Composite Scor	e rho		553*	004	469	180	278	.033	.109	195
MOLT(Session wise)	р		.026	.989	.067	.505	.297	.903	.686	.468
Linguistic	rho	•					•	•	•	•
	р	•	•			•	•	•	•	
Focus	rho			.181	.205	.568*	.251	055	.278	081
	р			.502	.445	.022	.349	.839	.296	.766
Students	rho	•			503*	.249	.165	112	312	395
expectancy	р	•			.047	.353	.541	.679	.239	.130
Clear	rho					.176	244	168	018	.506*
instruction	р	•				.514	.362	.534	.947	.046
Caring	rho	•					131	368	.369	501*
	р	•					.628	.160	.159	.048
Enthusiasm	rho							.382	121	.085
	р							.144	.655	.754
Humour	rho								.128	.187
	р								.637	.488
Encouraging	rho									342
	р									.194

MOLT, they are expected to correlate very strongly with the MOLT (r= 0.91, p< 0.01 each). Conversely, there is a significant negative correlation between the composite score of MOLT and PTES (r= -0.558, p< 0.05). It means when the score of MOLT increased, the score of PTES decreased – which is absolutely unexpected as both the marks were given to the teacher by the same observer in the same session.

We have already seen in Table 5 that surprisingly there is a negative correlation between MOLT and PTES, the same relationship is reflected between the 6 scales of PTES and the MOLT in Table 6. But the correlations among the scores of different scales of PTES are worth-noticing. There is a moderate positive correlation between teacher's focus and his caring attitude (r = 0.57, p < 0.02) on one hand and, on the other, between his clear instructions and creativity (r = 0. 46, p < 0.05). But the scores of his caring attitude increases, when his creativity decreases (r = -0.50, p < 0.05).

Overall the findings related with RQ 1 indicate that the 25 teacher's motivational strategies mentioned in the MOLT may be successfully used in the L2 classroom for children, but many of them cannot work in a classroom for adults. This result will be, however, discussed at length in section 5.1.

RQ 2: Reasons for the difference in motivational levels of different learners in their learning L2 (Qualitative)

The data for this research question was mainly collected through a semistructured interview of the participants. When they were asked why they were so motivated to learn Chinese, the answers came from them are as follows.

P1: "Students become interested in things when they have good teachers." (*instrumental/extrinsic*; *ought-to L2 self*) "But [P5]...the guy who put hours and hours for self-teaching..." (*integrative/intrinsic*; *ideal L2 self*)

"[P5] is retired, yet he really enjoyed the class. It's something possible...I can do the same when I retire." (**integrative**/ *intrinsic; ideal L2 self*)

P2: "..And at the end of the day, when I finish my Ph. D., and if I have learnt Chinese by the time, I can put it on my CV." (*instrumental/extrinsic; ought-to L2 self*)

"Chinese is the key player for my study at this moment. I possibly go to China some time and would like to speak their language. ..." (instrumental/extrinsic; ought-to L2 self)

The above findings reflect that a learner may be motivated to learn L2 because of his/her *identical L2 self* or *ought-to L2 self*, and the latter is far-far commoner than the earlier one.

RQ 3: Self-regulatory motivational strategies to maintain or heighten the motivational level in learning Chinese as L2

P1: "In a way, it's just a matter of discipline. Each week I did feel that I'm committed to do homework." (commitment control strategy) "The teacher gave variety in the homework.It does not become boring." (satiation control strategy)

"I'm a teacher myself.....I don't feel I get anxious." *(emotional control strategy)*

"Once I have committed myself to it, it's okay!" (environmental control strategy)

P2: "Just I think it's not the end of the world." *(emotional control strategy)* and looks into the book to see whether I'm saying the right word." *(environmental control strategy)*

P4: "I want to contribute to this pictogram language from point of view of modern photography." (commitment control strategy)

P6: "My motivation is pretty constant.What happens is....it rises and falls in terms of priorities." (commitment control strategy) These findings show that learners do use different self-regulatory strategies in different quantities, though they may not be aware of this fact. The data clearly indicates that metacognitive selfregulatory strategy is not very popular with learners.

Major Findings

The findings provide indications that

- Materials must be of varied interest targeting the age groups.
- A wide range of activities should be used keeping in mind that the activities enjoyed by children may be too childish for older learners.
- The classroom demands tolerance for face-saving mechanism.
- Learners should be encouraged to use their idiosyncratic strategies suited to their own learning styles.
- Certain motivational strategies such as scaffolding, intellectual challenge, effective praise – may have positive impact on adult L2 learners. But adults may not motivated by some the instructional strategies like tangible awards, class applause, etc, which may be very successful with children.
- Motivational level of an L2 learner is directly associated with the purpose of her/his learning the L2.
- Learning a second/foreign language is not like learning any academic subject for the L2 learner, but it becomes the vital part of his/her identity.
- The instructional motivational strategies for adult learners should be different than those for children,
- The motivational level of a learner with the *ideal L2 self* is pretty higher than their *ought-to self* counterparts,
- Learners use all the five self-motivating strategies - commitment control, metacognitive control, satiation

control, emotional control and environmental control strategies, though in different quantities. Other findings in this regard are that

- Metacognitive strategies are least popular among these adult participants,
- All participants are not bad at using motivational strategies, but a little awareness about the usefulness of these strategies will make them pretty good users of these (Dornyei, 2001).

Limitations of the study

This study is not without limitations. First, the small size of the population (only six participants!) restricts the generalizability of the finding of the study. Before the term began, I was told that the institution was expecting forty odd participants in Term 4, and that is why I chose that term, but only ten students sought admission, and four out of them dropped out. Second, my original intention was to investigate, as the answer of research question 1, the relationship among the learners' selfreported motivation, their actual classroom behaviour and the teacher's motivational strategies. I successfully did the pilot study too to get the correlational study among these three factors. But as 4 out of 6 learners were the faculty at Lancaster University, and they were granted only the lunch hour to attend the Chinese classes, they had to rush back their respective departments to immediately after the class. This crippled me to collect the data related with the learners' self-reported motivation (through student motivational state questionnaire) immediately after each class. Collecting this data only once, after the last session, was of no use for my correlational study, which I had planned as the answer of the original research question 1. Thirdly, the audio interview data of two participants – P3 and P5 – got corrupt due to some technical problem, and then I had to depend only on my

notebook scribbles done during their interviews. These scanty scribbles are naturally not rich data, which has negatively affected my qualitative study. **Implications for instructions**

In spite of its glaring limitations mentioned above, this study, I think, has a few pedagogical implications not only for L2 learners but for the teacher development programmes for L2 teachers as well. Self-regulatory motivational strategies are generally ignored in L2 classes. If the learners' potentials for developing the 5 classes of motivational strategies (Dornyei, 2001) are recognised and enhanced, half the battle related with SLA is won. The learners with ideal L2 self/ intrinsic motivation are very few (Dorneyei, 2005) - this has been empirically proved in the current study too. Such most motivated learners, first of the four profiles reported by Csizer & Dornyei (2005b), are left on their own by the L2 teacher, as (s)he generally concentrates on the majority of the class (less motivated/not very motivated). Then the L2 learning experience (Dornyei, 2005) of such *ideal L2 Self* turns bitter, and there chances of their becoming are amotivated/demotivated.

In pre-service and in-service teacher development programmes for (would be) L2 teachers, there is stress on the ELT only. Along with this if L2 teachers, through action research, are systematically made aware of

- (i) the strong positive relationship between teacher's motivational practice and learners' motivation,
- (ii) the teacher's choice of ageappropriate motivational strategies,
- (iii) the motivational profiles of different learners, and most importantly,
- (iv) the self-regularity motivational strategies of learners,

the very common problem of students' demotivation can be curbed up to great extent.

Future Directions

As good learning of L2 depends very much on the learner's motivation (Rubin, 1975), and the empirical research are very limited in this area (Dornyei, 2005), its future investigations are full of immense potentials. We have seen in the current study that the reasons for learners' different motivational levels can be identified (RQ 2), future studies could be done to investigate empirically whether, by bringing positive changes in L2 learning experiences (Dornyei, 2005), it would be possible to upgrade the motivational profile of a learner, viz. whether the learner can be transformed from not very motivated to less motivated profile. Unfortunately, the research in raising learners' awareness of selfregulatory motivational strategies is 'still scarce' (Griffiths, 2008, p.27). Therefore, it is certainly a worthy direction of any future research to try in this much sought-after area. In this small- scale study, I found evidence for the least popularity of metacognitive selfregulatory motivational strategy. There is an immense possibility to investigate in full-fledged future research which of the five self-regulatory motivational strategies are the most popular and which ones are the least. Another fruitful future area of investigation could be whether the learners' increased motivational level translates into improved learning (Guiolloteaux & sDornyei, 2008), though in theory this relationship is well accepted (Dornyei, 2005). During my current study I found that the teacher was given 5.5 out 6 for his linguistic competence by the participants. In spite of that, he failed to develop a good rapport with the learners because of his habit of not giving any feedback to the responses or the homework of the learners (See section 5.3). So 'an intriguing and largely unchartered domain' for future research may be 'the relationship between teacher motivation and learner motivation' (Dornyei, 2001b, p. 175). It would be very interesting and pedagogically useful to research how a teacher's 'psychological absence' (Dornyei, 2001b, p. 180) from the teaching process reduces learner motivation. Griffiths (2008) too seems to be right that it is good language learners who can teach us a lot about motivation; therefore, future research may consider using "learner's own voices and stories' (p. 29).

As motivation is ever-changing process, the research-area of L2 motivation will always remain inexhaustible. Dornyei (2005, p. 66) rightly remarks, "After all, motivation concerns the fundamental question of why people think and behave as they do, and we should never assume that we know the full answer".

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Impact of Choice of Motivational Strategies on Learners' by Shivaji Kushwaha

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A Study on English Language Aptitude and Achievement in the context of Structural and Communicative Language Curriculum

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Key Words : English Language Aptitude, Achievement

<u>Abstract</u>

Learning to communicate with clarity through a variety of media help students to thrive in the world beyond school. Students use and develop language skills as they read and think about topics, themes, and issues in various subject areas. Acquisition of language skills to some extent depends on language aptitude. The present study is focused to understand the relationship between language aptitude and language achievement. The study also focused to understand which of the two elements (communicative part or structural part) effect most in students on language achievement. The study is conducted on 300 (CGBSE) and 300 (CBSE) students of chhattisgarh. The result shows some relation between the two variables, even though not very significant. Students achieve more in structural aspect rather than communicative part. CBSE students inclined more to communicative aspect than the CG Board students while in structural language aspect CG Board students claim better achievement than the CBSE students.

Introduction:

Language development is central to students' intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. When students learn to use language in the elementary grades, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and, as they mature, to support their opinions with sound arguments and research. They become aware of the many purposes for which language is used and the diverse forms it can take to appropriately serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. In sum, they come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment. Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express

themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school. Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the grades, they are required to use language with ever-greater accuracy and fluency in an ever-expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

In foreign or second language acquisition, aptitude actually refers to the prediction of how well an individual can learn the second language in given time and conditions. It means that aptitude was not used to determine the learners' success or failure in learning the target language but explain how are some learner can learn faster than the others?

Language aptitude has been suggested as "... one of the central individual differences in language learning." (*Skehan*, 1989, pp. 25, 38 as cited by *Harley & Hart*, p.379). It has also been declared to be the most consistent predictor of one's success in learning a foreign language (*Skehan*, 1989 as cited by *Harley & Hart*, p. 379 and *Dornyei*, p. 61, 2005). Due to the conceptual issues involved, the matter of differentiating

among ability, aptitude, and intelligence must be considered. Aptitude is commonly used in reference to a specific area of performance, intelligence carries a broader meaning; it is not specific to a discipline, but rather entails all areas of learning.

Wright (2008)pointed "The achievement test whether standardized or non-standardized, measures that how much of the material has been mastered and assess the student current status". These tests are used to determine what a student has learned such as vocabulary, reading, writing skill, etc. "Achievement tests are used to evaluate students' understanding, comprehension, knowledge and capability in a particular area. They are used in academics, professions and many other areas" (Carey, 1994). Wiersma and Jurs (1990) identified "An achievement test is intended to measure what the student has learned or what skills the student has mastered". "They are typically norm referenced tests that measure the pupil's level of achievement in various content and skill areas" (Gronlund and Linn, 1990 Anastasia (1982) mentioned "Achievement tests are examinations that are designed to determine the degree of knowledge and proficiency exhibited by an individual in a special area or set of areas". Moreover, they could be extremely crucial for the students, for they are intended either to make the students pass or fail the test.

Structural Language Curriculum:

Structural language is classical and conventional. It is rich in language literary skills and has technicalities of writing structural into different forms of literature.

Communicative Language Curriculum:

Communicative language is rich in grammar specifically meant for transforming information of knowledge by the forms of literature.

Objectives of the Study:

- To study the relationship between English language aptitude and achievement of 11th grade students.
- To study the language achievement in terms of structural and communicative language curriculum of different types of board.
- To study the language achievement in terms of structural and communicative language curriculum on gender types.

Hypotheses of the Study:

- H_01 : There would be no significant relationship in the language aptitude and language achievement of 11th grade students.
- H_o2: There would be no significant difference in the effect of type of board on structural and communicative aspects of language curriculum in terms of achievement percentage.
- H_03 . There would be no significant difference in the effect of gender on structural and communicative aspects of language curriculum in terms of achievement percentage.

Tools:

- A self made test was prepared and employed to measure the English language achievement of 11th grade students keeping in view the objectives of the teaching of English language based on structural and communicative language curriculum. Equal importance is given to both the elements.
- A language aptitude test which is a part of Differential Aptitude Test prepared and standardized by Dr. M.L.Kapoor was employed to see the English language aptitude of the students.

Operational Definitions:

The present study is conducted on the variables language achievement and language aptitude. Here, in this context, language achievement is considered on the basis of the importance given to the language elements, the structural area (literature) and the communicative area

(language). A clear definition for the same is given below.

Sample:

The sample was consisted 600 school students out of which 300 students taken from state board and 300 students from CBSE board of 11th grade students. By using Simple random sampling technique the sample has been drawn from different schools of state and central board schools. Analysis of Data

The relevant data were analysed as per the requirement of the hypotheses.

Data Analysis:

Table - 1: Relationship between English language achievement and aptitude of 11th grade students

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Description	N	М	r
E.L.Achievement	300	31.45	0.52
E.L.Aptitude	300	77.06	Sign.

From the above table it is analysed that the mean scores of English language achievement is 31.45 and the mean scores of language aptitude is 77.06 whereas r is 0.52 which is greater than tabulated value at 0.01 level with df=298, and it is found to be significant positive relationship between English language achievement and aptitude of 11th grade students comprises state board and central board.

This outcome coincides with the finding of S.A.Hanna, study revealed that there is a high correlation between language aptitude and achievement (r=0.761). In addition Nikolov and Otto (2006) also found that there was a significant relationship between language aptitude and achievement (r=0.52.

Further, the effects of structural and communicative areas are studied in percentage on the total language achievement. The result is shown below

40

in the context of both the board curriculum.

Table 2:

Board wise % Effect of Structural and Communicative factors in Achievement

in	English	
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Factor	CGBSE	CBSE
Structural	80 %	72.37 %
Communicative	19.46 %	27.63 %





The effect of structural and communicative areas was studied in the context of gender on total language achievement. The contribution of each factor is shown in percentage on total scores.

Table 3:

Gender wise % Effect of Structural and Communicative factors in Achievement

Factor	Male	Female
Structural	72.68 %	70.86 %
Communicative	27.32 %	29.84 %

in English

From the above table the effect of both language aspects on gender explained that the male students with 72.68 % shows more competent in structural language curriculum rather communicative whereas female students of central board result revealed minimal difference with 70.86% which is

Graph 2:

Gender wise % Effect of Structural and Communicative factors in Achievement in English



comparatively less from male students. Further male students with 27.32 % result shows less competent in communicative language curriculum whereas female students with 29.14% in communicative language revealed less than male students. Hence it can be concluded that the minimal difference in gender indicates that there is a need of more experience of learning and exposure to language should be given to become more competent in communicative language also.

Findings:

- 1. The relationship between the language aptitude and language achievement is positive in the sample taken for the study even though the relationship is not very significant.
- 2. The percentage of contribution of both structural and communicative curriculum based language shows achievement a positive inclination towards structural part by CGBSE students while the CBSE students' inclination is towards communicative curriculum part. The result is attesting the actual importance given to language syllabus of both the boards i.e CBSE curriculum emphasizes communicative aspect while CGBSE emphasizes structural aspect.

3. The contribution of each factor (structural & communicative) in the context of gender shows that male students' inclination is slightly higher in structural aspect and female students' inclination is towards communicative aspect of the language. **Conclusion:**

The above results indicate the fact that the curriculum plays an important role in developing interest in students towards the subject. The emphasis given in the communicative part in language curriculum enable their inclination towards the achievement in the same. Hence, there must be a balance in both the elements of the language for the survival of literature in school curriculum.

Achievement for the sake of grades is different from achieving language skills to communicate in the social context. The different board curriculum differs in their focus of development in which part of the language is important. Now a day's communication is given stress than the literature of the language especially in English language/second language. Students are losing inclination to appreciate the literary aspect of the language. Students achieve more in structural aspect rather than communicative part. CBSE students inclined more to communicative aspect than the CG Board students while in structural language aspect CG Board students claim better achievement than the CBSE students.

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42

Mainstreaming Tribal Youth.....by S. K. Mishra & Dr. B. K. Patel



Mainstreaming Tribal Youth through English Language Teaching

Shailesh Kumar Mishra * & Dr. Bhupendra Kumar Patel **

Key Words : Mainstreaming, English Language Teaching

Abstract

Tribals have the better claim for every resource available in the society and the world as they are the natural heirs of the place society we live in. Despite a number of measures planned and implemented for mainstreaming of the tribes, the conditions of the said people is not encouragingly positive and bright. English Language Teaching (ELT) may do wonders in making the tribal students attain their goals in life. The domain of language crosses the periphery of the contextual information and it relates the bookish knowledge to the practical and behavioral practices on the socio-cultural ground. Education of English and education in English may enhance the prospects of multidimensional development of the tribes. If measures like adequate provision of infrastructure facilities, engagement of good faculty and teachers, improving technical competence in the tribal students, balanced curriculum, giving motivation, orientation program for teachers etc. are well adopted and implemented, the process of mainstreaming of the tribes will be easily done.

Introduction

"The teaching of English language in school and colleges in tribals should be integrated and graded. The teaching/ learning materials should motivate and lead the learner ahead by inviting him/ her to accomplish the tasks step-by-step, one after the other." (1)

Now English is enjoying the status of the globally used language, therefore its significance is more than that of any other languages of the world. Since the independence, India has adopted many policies and projects to spread education among the tribals. English language teaching (ELT) is very significant in motivating the tribal people to dare the challenges put before the contemporary

society. Now it may be said that majority of the tribal people have been benefited by education. The knowledge of English raises the confidence level with in tribes and it helps them joining mainstream of the society. The government of India has formulated a number of rules to bring the tribes to the main stream of the process of development of the society. The knowledge of English language will enhance the socio-economical conditions of the tribes. English has changed the perspectives of the tribes and now they see their identity at the global level. Unquestionably the people who have knowledge and skills of English language enjoy high privilege in the society. If the steps are taken to promote the use of

43

English in the tribal people, it will speed up the mainsteaming process of tribals of the society. It becomes more significant in case of the state like Chhattisgarh where the population of the tribal people is more that the one fourth of the total population. There are lots of projects and plans being carried out by the United Nations Organization (UNO), the United Nations International Children Emergency Fund (UNICEF) and the national and state governments of India for the social development of the tribes. There are various reasons of the poor condition of English language in the tribal students. They confront with these problems in their study of English as a language and as the literature. The reasons are as follows:

The Socio-economic Impediments:

The tribes are geographically situated in the remote and forest areas. Most of those areas are still inaccessible. As the tribes even now depend mainly on natural resources and are known for their minimum need and minimum production system. It hampers their process of educational development too. The tribes cannot afford the expenses of the quality schooling of the English medium schools of the private sectors.

Lack of Infrastructural Resources:

The poor infrastructure of the educational institutions of the tribal areas affect the educational process of the tribes. The institutions in the tribal areas do not perform well owing to the lack of the modern infrastructural facilities. There is lack of good educational environment in the tribal areas. The tribes are not so far well aware about all the possible advantages caused by the knowledge of English. They do not have even competitive spirit as they feel contented with the lives they lead. One of the biggest problems that harm the educational process in the tribal areas is the shortage of the efficient teachers of English.

Technical Incompetence:

The tribal students, as they live in the unprivileged areas, lack the digital and technical skills. The fundamental knowledge of computers and the Internet is must today. Working on these gadgets, in return, improve English knowledge.

Imbalanced Curriculum:

The present education curricula of both the school and the higher education do not serve the maximum purposes of the tribal students. "The lack of proficiency in English language is identified as a major obstacle to the education of schedule tribe learners. The inappropriate syllabus and teaching method of English develops a negative attitude in learners towards learning." (2) Most of the Indian states depend on the National Council of Educational Research and Training (NCERT) for the preparation of the syllabi so they fall short to realize the needs of the tribes living in their respective areas. They have to think deeply and include the things the native tribes need in education. The curricula have to be more oriented towards the needs and objectives of the tribal students.

Poor Motivation:

"Lack of motivation remains the major challenge for teaching English. If the teacher can establish a good rapport with the learners, his/her job would be easier."(3) The tribes are always deprived of adequate motivation and orientation regarding achieving the high goals in the various fields of activities in the society. The tribal people get satisfied with the supply of only the provisions for their basic needs.

Individualistic Factors:

There are lots of personal factors responsible for the pathetic condition of the tribal people. There are many factors are responsible which for the backwardness or the marginalized conditions of the tribes. The tribal people suffer from lack of interest for being mainstreamed. Their lack of confidence,

lack of proper study practices and lack of self motivation also badly affect their learning experiences. It has been found out that the tribal students feel acute phobia about English language and its literature. The tribes use special dialects. They feel uneasiness to communicate in any other language. The mother tongue always hampers the process of codeswitching. Another problem that tribal students suffer a lot is the discouraging peer- pressure in initiating the efforts to communicate in English. The tribal people love their ethnicity. Sometimes the ethnic hatred that the tribal people feel for other languages slows down the process of their personal and cultural development.

Remedial and Promotional Strategies: (a) Provisions for Academic Endeavors:

Undoubtedly now-a-days English enjoys the status of the power language. There are a large number of 'Job Prospects' and opportunities available for the persons who have adequate knowledge of English and for the persons who have expertise in English language. It has been observed that the state and the central governments are keen about to develop the knowledge of English of the tribal students too. The uniform syllabi for English are being run in almost all the education boards. As the school education has been made free and compulsory up to the class eight, it helps in spreading the use of English language in the students of all the sections and all the classes of society. The socio-economic the constraints are now not a big issue so far education of English in the schools and the higher education institutions in India. Students of the schedule tribes along with those of schedule castes and other backward classes are being offered the scholarships and other curricular and co-curricular facilities by the state and the central governments. The government has started residential schools like

Jawahar Navodaya Vidyalaya and Eklavya Vidyalaya that impart quality education keeping English in syllabus as the core subject. There are lots of projects started by the governments under the schemes of Sarva Shiksha Abhiyan (SSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) that work on developing the employability in students in which more emphasis is put on enhancing the communication skills of the tribal students in English. The knowledge of English boosts the confidence level of the tribal students too and it makes all the difference. It may be said that English opens the door to success in the present situation existing globally. The selfconfidence of a student rises up when he can independently use all the four skills of English. These four skills are listening, speaking, reading and writing (LSRW). The institutes like NCERT, SCERTs, CBSE, UGC and DIETs etc. are imparting their highly conducive roles to create the English educational environment in the tribal areas.

(b) Resourcefulness of the Education Institutes:

"Mere reciting poems and prose texts cannot serve the purpose of teaching and learning in the tribal region. Audio-visual aids like LCD projector, OHP should be employed while teaching skills." (4)

The tribal students may be taught English well, if all the modern educational resources like Interactive Whiteboards, Clickers, GPS Receivers, MP3 Players, Document Cameras, i-pods, digital cameras, DVDs, VCDs, MP3, Tablets and Palmtops are available in the language laboratories. The positive results are seen of these steps in many schools running for the schedule tribes.

(c) The Awareness Program of the Parents of the Tribal Students:

It may be more welcome idea if the parents of the tribal students are also counseled about the advantages and benefits of English in the present situation. The schools may utilize the Parents Teachers Association meeting for spreading awareness in the parents.

(d) Teacher Training Programs:

The government has to conduct many orientation and in-services programs to upgrade the teaching skills of the teachers so that they can understand well the needs of the tribes and teach the tribal students well.

The employment and appointment policies for the teachers of English must be foolproof and they must target only on the recruitment of only the competent teachers. The promising and dedicated teachers of English can bring radical changes in teaching and learning of English to the tribal students. There should be policy of awarding the most dedicated teachers who play significant roles in spreading the flame of knowledge of English in the tribal areas. The felicitation and incentives may motivate more teachers to work in the tribal areas. The establishment of the tribal universities like 'Indira Gandhi National Tribal University, Amarkantak' will certain turn to be a milestone on the path of imparting educational resources to the tribal people.

(f) Contributions by the NGOs:

There are a large number of NGOs dedicated towards the cause of promotion of English in the tribal areas. The ELT@I and ANK are such NGOs as render their services in the tribal areas for the promotion of English in the tribal students. The service given by the NGOs is a great motivation for all the people and government bodies working for the same cause. The Youth Hostel Association of India (YHAI) also works for the multidimensional development of the tribal youth. It motivates them to enhance their communicative skills in

English. (5) In return, the government bodies should also come forward to provide all the possible facilities to such fruitful NGOs.

Summing up:

The knowledge of English may help the tribal people in their personality development. It provides better job prospects for them also; it motivates the tribal people to spread their cultural globally. They may use English to get connected with the people of the world. It will certainly bring the tribes to the mainstream of the development of the society. Now-a-days the government has taken many steps to emphasize on developing the communication skills of English in the tribal students through special coaching by the experts of English. This practical approach of English has minimized the problems of the tribal students and now they are motivated to use English as the means of communication. The educational process in the tribal areas will be faster if awareness about the benefit caused by English is created in the parents of the present school and college going students. Now all the education institutes are directed by the government authorities to arrange for all the modern facilities for the promotion of the use of English in the teaching-learning process. The schemes for improving of the knowledge and skills of English language in tribes are producing unbelievable positive results. The status of English in the states of Nagaland, Odisha and Jharkhand is better in comparison with that of the other states. It must be known that these three states are tribally rich states. It proves that if the tribal students are provided with quality education in English, they will certainly come to the of mainstream the process of development.

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Study on Using Dictionary in English Language Classroom

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Key Words : Dictionary, English Language Classroom

<u>Abstract</u>

This paper focuses on referring to a dictionary is a skill, as many of the teachers as well as students do not know the various aspects of English to English dictionary. The study was conducted on a sample of 30 of middle school teachers who are teaching English in Bilaspur district. The results show that teachers need guidance in referring to inflections and meaning, Very less improvement is seen grammar is isolated sentence where as a dictionary gives access to grammar in context. In pronunciation they have not shown any improvement because they lack the knowledge of symbols and try to find one to one concord between spelling & pronunciation, as happens in Indian language.

Introduction

In the learning of a foreign language, the students are often confronted with the problem of understanding. Meaning of difficult words can be known by consulting the dictionary. A dictionary is a compilation of words ranging from letters A-Z. When reading or writing an article, deciphering profound word or phrase, the use of a dictionary could be of great help. Primarily, its purpose is to give meanings to words. However, there are many advantages of using a dictionary:

- * Right pronunciation. Through the aid of a dictionary, you can check out a word's right utterance. For that it will assist you in the right pronunciation of words.
- * Which part of speech. It could inform you as to which part of speech does a certain

word belong. May it be a verb, noun, adjective or a combination of these three? One more thing, it could also be a guide as to how should a particular word be used.

Correct spelling. Linguistically speaking, it is no doubt that a dictionary could help us out in knowing the proper spelling of words. In this connection, it will guide us in writing a word or phrase. Truly, a dictionary is of great help to everyone especially to students who are learning a language. It is also helpful in enriching our vocabulary.

Reasons for using a dictionary

A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:

• look up the meaning of an English word you see or hear.

- find the English translation of a word in your language.
- check the spelling of a word.
- check the plural of a noun or past tense of a verb.
- find out other grammatical information about a word.
- find the synonym or antonym of a word.
- look up the collocations of a word.
- check the part of speech of a word.
- find out how to say a word.
- find out about the register of a word.
- find examples of the use of a word in natural language.

To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which is the best dictionary for any of the purposes listed above. As well as this, you need to be able to find what you are looking for quickly; you need to be sure that you have found what you were looking for; and, most importantly, you need to now when to use your dictionary.

How to locate a word? Order of Entries

Words are listed in a dictionary in the alphabetical order. However, we find difference in order of entries in the Advanced Learner's Dictionary of Current English (ALDCE) and the Longman Dictionary of Contemporary English (LDOCE). For example, the expression deaf-aid and deaf-mute are listed in the entry for deaf and ALDCE where as in LDOCE they have separate entries in the alphabetical order. This "main-entries" are called 'head words' but not all words and phrases appear as head words – we may to look for them under and other head word. Whatever the dictionary we use, it is very essential to know how the words are listed in it.

Before we try to locate a word in a dictionary it is necessary to understand the term 'guide words'. The words given at the top of the page are called guide words. While ALDCE gives the first and the last of the word of the final page as guide words: for example this how the guide words appear on the two relevant pages of ALDCE and LDOCE.

ALDCE Hatchet/have Have/hazy

LDOCE hatchet hazy

Rationale of the Study

On the basic of the above discussion it is clear that referring to a dictionary is a skill. While it is the most important tool for the students, the teacher do not use a dictionary in a classroom nor do they learn it as a skill. This is mainly because many of the teachers as well as students do not know the various aspects for which English to English dictionary can be used. The investigator, therefore, found it suitable to have the learners know the areas that the dictionary can help them to exploit. Hence a pre-test was taken. The study was directed towards helping the learners the study a dictionary and makes oneself familiar to the uses of English and documentation was in the dictionary.

Objectives

Following are the objectives of the study;

- To identify the role of the references skills in English language teaching and learning.
- To enable the learners to use the dictionary for information and language objectives.

Research Question

Q. Does the 10-days English Language Training course improve the Dictionary using skill with in teachers ?

Methodology

a. Sample

The study was conducted on a sample of 30 teachers of middle school teaching English at different schools of Bilaspur district. It supported the random selection method because the teachers were those who were present for ten-day courses at District Centre for English, Bilaspur from different schools.

b. Tools

This is test constructed by the investigator consisting of 25 items under five items under five headings- Meaning, Grammar, Pronunciation, Lable and signs, and Inflections. This test is intended to measure language learning of middle school teachers teaching English. The five components were scored for five marks each. Minimum and maximum scores of the tool was 0 and 25 respectively.

c. Statistical Technique used

The pre-test and post-test valued for the scores. Percentage of improvement was computed.

d. Procedure

Entry behaviour of the teachers was checked for reference skill in dictionary through a pre-test that covered the five areas mentioned above. Since most of the areas were unattended so the teachers were drilled for these skills period during the 10-day course. On the last day posttest was administrated to see the improvement in the application of reference skill.

Results

The results show that

- 1. The teachers needed guidance in referring to inflections and meaning, which they have picked up well.
- 2. Teachers have shown better results in label.

Table 1Observation of Improvement in
Dictionary Reference Skill

Sr	Components	Total Scores & %		
		Pre	Post	
1	Meaning	46 (37%)	123 (98%)	
2	Grammar	32 (26%)	58 (46%)	
3	Pronunciation	20 (16%)	41 (33%)	
4	Labels & Signs	29 (23%)	82 (66%)	
5	Inflections	19 (15%)	60 (48%)	

- 3. very less improvement is seen grammar in isolated sentence where as a dictionary gives access to grammar in context.
- 4. In pronunciation they have not shown any improvement because they lack the knowledge of symbols and try to find one to one concord between spelling & pronunciation, as happens in Indian language.

Suggestions

- Regular use of Dictionary in classroom.
- Keep access to dictionary for any difficulty.
- Recognise sound & meaning in context.
- Learn symbols so that referring to dictionary is easier.
- Check for the correct grammatical uses of the world.
- Get conditioned to the variety of meanings & phrasal interpretation of world.

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50

Need of Emotional-balance amongby Sangamitra Ghosh



Need of Emotional-balance among Adolescents

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Key Words : Emotional-balance, Adolescents

<u>Abstract</u>

Adolescence is the most vulnerable period in the entire life span of a man. It is "an age of crisis and insecurities". This is a period of emotional turmoil and transition which stirs up an amount of anxiety in the minds of adolescents, as well as their parents. Adolescents must be guided by their parents, teachers, elders and other caretakers to overcome their negative emotions and develop a balanced personality. Our behaviour is influenced by our emotions and thoughts. There is a strong need to strengthen the positive emotions in them. Negative emotions have to be counter balanced by positive emotions. They will develop self-awareness, self-control, be compassionate and empathetic. Emotionally balanced adolescents will be the future citizens who will contribute their best to create a developed nation.

Introduction:

In the present materialistic and competitive world man is over-burdened with the complexities and viciousness of life. Mental stress, anxiety, depression, frustration and emotional misbalance are increasing day by day, especially among the youths of the present generation.

Adolescence is the most vulnerable period in the entire life span of a man. It is "an age of crisis and insecurities". This is a period of emotional turmoil and transition which stirs up an amount of anxiety in the minds of adolescents, as well as their parents. The feeling of insecurity, lack of self-confidence, fear about their abilities to achieve the goals of life and facing various difficulties are the main problems of adolescent age. This is an age where remarkable changes occur in the adolescents' duties, responsibilities, privileges, social and economic roles and relationship with others. Under such circumstances their attitude towards self, parents, peers, elders and teachers change a lot.

The conditions which give rise to emotional disbalance are as varied as the conditions of life. The management of emotional balance depends on how an adolescent experiences success or failure in his life. All these changes which the adolescents face during this period, if not guided, may make them feel insecured. They may develop poor self-concept and will start disbelieving in his own personal goodness, skill and abilities.

Emotional-balance:

Emotion can be defined as how we generally feel about things and

51

situations. Every man is ruled by his emotions which may be positive or negative emotions. An emotionally balanced individual is one who has the ability to control his negative emotions and develop the ability to express his emotions in a positive direction approved by the society.

Types of Emotions:

- **1. Positive Emotion:** Emotions such as awe, gratitude, hope, inspiration, interest, joy, serenity, love etc. are positive emotions which help to build self-confidence, open-mindedness and increase their sociability. Positive emotions have a longer effect on the wellbeing of the adolescents. They help the adolescents to have a better and a brighter future. They are means, leading to better ends.
- **2. Negative Emotions:** Emotions such as stress, anger, frustrations, depression, guilt, sadness, contempt, disgust, embarrassment, fear, shame etc. drag an individual down towards desparity, lack of energy, inability to get the best out of life, leading them to various physical and mental problems.

Adolescents must be guided by their parents, teachers, elders and other caretakers to overcome their negative emotions and develop a balanced personality. But when they remain uncared, they are unable to eradicate or get control over their negative emotions.

An emotionally imbalanced adolescent always:

- •remains sad and hopeless,
- •becomes irritable, angry and hostile,
- •frequently breaks down to tears,
- •withdraws from friends and relatives,
- •loses interest in various activities,
- •changes eating and sleeping habits,
- •gets restless and always agitated,
- •develops feeling of worthlessness and guilt,

- •lacks enthusiasm and motivation,
- suffers from fatigue and lack of energy,
- •faces difficulty in concentrating,
- thinks of death and committing suicide,
- complains about headache and stomach ache,
- becomes extremely sensitive and vulnerable towards criticism, failure and rejection.

Importance of Thoughts:

Positive and negative emotions are affected by the way we think and the way of thinking affects the way we do things or behave. So our behaviour is influenced by our emotions and thoughts. There is a continuous relationship between our thoughts, emotions and our behaviour.

Researchers have found that negative emotions have a greater effect on the mind and body of the adolescents. So there is a strong need to strengthen the positive emotions in them. Negative emotions have to be counter balanced by positive emotions.

Behavioural Pattern of Imbalanced Emotional Adolescents:

The adolescents who are emotionally imbalanced develop unhealthy behaviours and become rebellious and maladjusted personalities in the society.

i.Create Problems at Home and School:

They have low energy to concentrate in studies leading to poor attendance in schools. They get low academic grades; they are frustrated with school activities and sometimes even run away from school, ultimately bringing all the problems of school to the house.

ii. Drug and Alcoholism:

Due to extreme stress and depression adolescents sometimes get addicted to drugs and alcohol. In their quest of getting a relief from their depression, their personal life becomes endangered and social identity gets threatened. Need of Emotional-balance amongby Sangamitra Ghosh

iii. Develop low self-concept:

They develop a feeling of shame, failure, rejection and unworthiness.

iv. Internet Addiction:

In this present age of information technology students take the support of internet to get relief from their depression. Excessive use of computer makes them isolated. Hence increases frustrations.

v. Reckless Behaviour:

Teens who are emotionally imbalanced engage in dangerous and risky behaviour, such as reckless driving and unpermitted sexual activities.

vi. Violence:

Sometimes teens are bullied or insulted, they may become violent.

vii. Self-injury and Suicidal Tendency:

Emotionally imbalanced children sometimes even tend to injure themselves and develop a suicidal tendency. They talk about death or even romanticize dying.

Such critical situations can be controlled by the parents, teachers and elders by satisfying the emotional needs of the adolescents.

Measures to Maintain Emotionalbalance:

i. Attention:

The most important task lies in the hands of the parents and elders in the house to exhibit with their own behaviour, as to how to control the negative emotions e.g. he may show annoyance about an adolescent's behaviour by talking calmly about the consequence of his behaviour, instead of shouting or beating him. Elders have to deal with their problems with care and attention. This will build a strong bond between the adolescents and their parents or elders.

ii. Identification:

The adolescents should be helped to identify their negative emotions and find out the cause of such emotions. They should be helped to express the feeling of depression, frustration, etc. directly to their parents or teachers without any fear or shame.

iii. Understanding:

The problems of the adolescents must be heard and death from their point of view. Adults must not impose their own views on adolescents.

iv. Security:

Parental understanding creates a deep trust between parent and the child. He relies on his parents and does not hide to express his cause of depression or frustration due to fear of punishment. He gets a deep feeling of security from his parents.

v. Acknowledgement:

Acknowledging the achievement of the adolescents is very necessary by parents, teachers and other caretakers. They become higher become achiever if they receive applauses of praise and encouragement for their achievement. This will further motivate them to use these strategies in other situation.

vi. Non-interference:

The adolescents must be helped to develop security by allowing them to spend time in their own way, without much interference of the adults. Situations must be created for them to be calm and at peace, through meditation or yoga.

vii. Parental motivation:

Inspiration should be given to them to watch the events or programmes in which they have interest, which they will get encouragement to excel in these events such as music and dance programmes, stage shows and competitions, sports events or art exhibitions. They should be encouraged to watch television shows which are of social values.

viii. Sublimation:

Adolescents may be helped by diverting their thoughts which are creating frustration or depression of something which may make them feel happy, e.g. Taking them on a long tour or a ride, hearing to music may help to sublimate their negative emotions. Their negative emotions are not repressed instead they should learn to manage their negative emotions.

ix. Role models:

Parents and teachers must be a good role model to express positive emotions. Their behaviour, emotional expression, joy, appreciation, socialization, kindness, sincerity, etc. are always copied by the adolescents.

x. Self-reliance:

Expectations of the parents must never be imposed on the adolescents. They should be allowed to be themselves, make their own place among their friends, classmates and family. They must be given the freedom and opportunities to find the way to be happy and develop positive emotions.

xi. Family Ideology:

In a rigid family an adolescent may never express his frustrations. He may hide these emotions due to which he may suffer. But in a liberal family they learn to express their worries to their parents or elders and thus avoid depression. They do best in a balanced family.

xii. Expression of Love:

Feelings of love and care must be will contribute t expressed by parents and elders which developed nation.

prove to be an emotional nourishment for the adolescents. This will further enhance their self-concept. Being supportive and encouraging does not mean that all their demands must be fulfilled.

xiii. Inclusion:

Adolescents must feel that they are an important part of the family. Other members of the family must depend on him and he must be given some responsibilities to carry out. By this they will develop a feeling of importance as being an essential part of his family.

Conclusion:

The adolescent period is a time of transition from childhood to adulthood. They try to be independent even when they are strongly depending on their parents for everything in their life. Being concerned parents, teachers and friends it is our responsibility to develop emotional balance among the adolescents. Thus helping them to acquire the ability to control their thoughts and behaviours, develop positive attitude about themselves and maintain a balanced relationship with the other members of the family and the society. They will develop self-awareness, selfbe compassionate control, and empathetic. Emotionally balanced adolescents will be the future citizens who will contribute their best to create a

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Study on Classroom Ecology and Emotionalby Harsha Kshirsagar



Harsha Kshirsagar*

Key Words : Classroom Ecology, Emotional Intelligence

Abstract

The term Emotional Intelligence is a scientific measure for knowing the differences in people's ability in the areas of emotions. Emotional Intelligence is dependent on the environment and environmental study of science in called Ecology. The present study was conducted upon 60 students studying in class X. Researcher made Classroom Ecology Test (CET) and standardized test for Emotional Intelligence was used. 2 X 2 Factorial Design ANOVA was applied as statistical too. The results reveal that there is a significant effect of classroom ecology on effective domain total Emotional Intelligence of the Student at higher secondary level.

Introduction :-

Emotional intelligence, like general intelligence. Is the product of one's heredity and its interaction with his environmental forces? Until recently. We believe that a person's general intelligence measured as intelligence quotient (IQ) is the greatest predictor of success in any walk of life - academic, social, vocational or professional consequently. The I.Q. scores are often used for selection, classification and promoting of Individuals in various programmes, courses and job placements etc. However, researches and experiments conducted in the goes onwards have tried to challenge such over dominance of the Intelligence and its measure intelligent quotient (I.Q.) by

replacing it with the concept of emotional intelligence and its measure emotional quotient – (E.Q.) These have revealed that a person's emotional intelligence measured through his E.Q. may be a greater predictors of success than his or her I.Q.

A relatively new concept "emotional intelligence" with its significance being more than one's general intelligence has emerged on the educational and social scenario. Although the roots of emotional intelligence can be traced back to over 100years. *E.L. Thorndike* through his concept of social intelligence laid down a solid foundation of the essence of emotional intelligence in 1920.

The term emotional intelligence was introduced in 1990 by two American

55

EDUSEARCH ISSN: 0976-1160 Vol. 5, No.1, Apr. 2014 university professors *Dr. John Mayer* and *Dr. Peter Salover* in their attempt to develop a scientific measure for knowing the differences in people's ability in the areas of emotions. A more Comprehensive definition was given by *Baron* (1997) where he defined emotional intelligence as "an array of non-cognitive Capabilities competencies and skills that influence ones's ability to succeed in coping with environmental demands and pressure.

Yeti Laultens Chalager clearly emphasizes that for developing as an emotionally intelligent individual, one must develop the ability of (i) emotional awareness (Knowing the feelings of the self and the others), (ii) cognitive realization that emotional expression may be irrational or unhealthy and hence One should be cautions in utilising his emotions for action (iii) have a fresh look or acquire a desired attitude for the proper utilisation of emotional feelings. (iv) Resulting ultimately in to proper behaviour for the progress of the self, in proper tune with others.

According to *Goleman* (1995), I.Q. alone in no more a measrure for success. It only accounts for 20%. and the rest 80%, to other forces. Emotional Inlelligence is an attempt to extend our understanding of Intelligence by going beyond what we traditionally measure by Intelligence test. Emotional Intelligence adapts a widers perspectives and help us to extent our understanding our Interaction with other and the social world around us.

Emotional Intelligence is totally dependent on the environment and environmental study of science in called Ecology. The concept of Ecology in Encyclopedia of Britannica is as follows; "Ecology is the science dealing with the relation of organism to one another and to other factors that comprise their environment" soil, plant, Air continum SPAC concept Given by (*Phillip* 1966)

In the environment Importance of water in life of plants is evident by the strong relationship between the water status of soil, plant - and the atmosphere the rooting Zone of the soil. The plant body and the lower layer of atmosphere as a continuum in relation to water transfer and must be considered as a whole in any complete analysis. The flow-path of water through the SPAC is essential complain a sequence of series -parallel resistance and capacitances Complicating this theoretical analysis of the system According to the SPAC concept external environment condition and Internal Environment conditions (underground Environment ex. soil, minerals, Nutrients salts) Etc. are responsible for existing the plant in the atmosphere. These same parallel conditions are applying in the classroom child, the development. Of child external Environment (Physical Environment classroom environment). and self Environment (family Hereditary factor) are very necessary child is survive in both Environment condition it affect the classroom Ecology of child education for promoting emotions needs to be recognized so an essential elements of educational process in the classroom ecology.

Classroom Ecology

Meaning of classroom Ecology is related to the psychosocial Environment, There ore Interaction for child with top his group. Psychosocial Environment is two domain, Internal domain which is related to "self" of the child, External domain which is related to the Environment of child.

Objectives of the study

The objectives of the study are as follows:-

1. To study the effect of Interaction of Classroom Ecology and sex on Emotional Intelligence of students at secondary level.

Hypothesis –

In the light of the objectives staled earlier, the following hypothesis were formulated

1. There is no significant effect of Interaction between classroom Ecology and sex on Emotional Intelligence of students at secondary level.

Methodology -

In the present study descriptive survey method was employed.

Sample

In the present study, a sample of 60 (30 boys and 30 girls) class 10th students from a Higher Secondary School, Dewas, Madhya Pradesh was taken.

Tools

1. The researcher specially constructed the Classroom Ecology Test (C.E.T.) in Hindi Language to measure the classroom Ecology of students

2. Standardized Emotional Intelligence Test was used for EIT.

Procedure

The test was administered and the responses made by the student to E.I.T. scored and data were tabulated and analyzed using appropriate statistical techniques.

Statistical Techniques used

In the present study, 2 x 2 factorial design anova was used

Data Analysis

There is no significant effect of Interaction between classroom Ecology and sex on emotional Intelligence as a covariate Intelligence of higher secondary Level students.

In the table-1 it is found that the value 5.015 for the effect of Classroom Ecology on the Emotional Intelligence which is significant on 0.01 level. Hence the null hypothesis is rejected and can be concluded that it is no significant effect of Classroom Ecology on Effective domain total Emotional Intelligence of the Student at higher secondary level.

From the table - 2 It is found that the F - value 1.945 for the Influence of

Table – 1

The summary of 2 x 2 factorial design anova among Classroom Ecology, Sex and their interaction on Emotional

Intelligence.

Source	df	ss	Mss	F-value
Classroom	4	5517.0	1379.2	5.015
Ecology				p<.01
SEX	1	55.39	55.39	0.201*
Classroom	5	1161.9	290.49	1.056*
Eco. x SEX				
Error	139	38230.3	275.03	
Total	149	54725.0		

* not significant.

Table – 2

The summary of $2 \ge 2$ factorial design anova Classroom Ecology, sex and their interaction on Self Awareness by taking

20	covariance	of	ЪI
as	covariance	O1	Ľ

Source	df	SS	Mss	F-value
Classroom	4	149.77	37.44	1.95*
Ecology				
SEX	1	9.08	9.08	0.472*
Classroom	5	46.57	11.64	0.605*
Eco. x SEX				
Error	139	2675.7	19.25	
Total	149	3138.7		

* not significant.

Classroom Ecology on the Self Awareness which is not significant. Hence the null hypothesis is accepted. Hence it is concluded that, there no significant effect of classroom ecology on self awareness of the students at higher secondary level.

From the table -3 it is found that the F - value is 0.199 for the effect of classroom ecology on the empathy which is not significant. Hence the null hypothesis is accepted. Hence it is concluded that there is no significant

Table – 3

The summary of 2 x 2 factorial design anova Classroom Ecology, sex and their interaction on Empathy by taking as covariance of El

Source	df	SS	Mss	F-value		
Classroom	4	302.65	75.66	0.199*		
Ecology						
SEX	1	84.66	84.66	0.222*		
Classroom	5	89.62	2.40	0.059*		
Eco. x SEX						
Error	139	52970	381.0			
Total	149	53862				

* not significant.

Table – 4

The summary of 2 x 2 factorial design anova Classroom Ecology, sex and their interaction on Self Management by taking as covariance of EI.

Source	df	SS	Mss	F-value
Classroom	4	134.13	33.53	2.277*
Ecology				
SEX	1	0.519	0.519	0.035*
Classroom	5	116.19	29.04	1.973*
Eco. x SEX				
Error	139	2046.9	14.72	
Total	149	2491.5		

* not significant.

effect of classroom ecology on empathy of the student at higher secondary level.

From the Table – 4 it is found that the F value is 2.277 for the influence of classroom ecology on the self management which is not significant. Hence the null hypothesis is accepted and it is concluded that there is no significant effect of classroom ecology on self management of the students at higher secondary level.

From the Table - 5 it is found that the value is 2.968 for the influence of classroom ecology on the motivation

Table – 5

The summary of 2 x 2 factorial design anova Classroom Ecology, sex and their interaction on Motivation by taking as covariance of EI.

Source	df	SS	Mss	F-value
Classroom	4	321.87	80.46	2.968*
Ecology				
SEX	1	1.05	1.05	0.039*
Classroom	5	51.83	12.95	0.478*
Eco. x SEX				
Error	139	3768.9	27.11	
Total	149	4965.1		

* not significant.

which is not significant. Hence the null hypothesis is accepted. Hence it is concluded that there is no significant effect of classroom ecology on motivation of the student at higher secondary level.

Table – 6

The summary of 2 x 2 factorial design anova Classroom Ecology, sex and their interaction on Social Skill by taking

as covariance of EI.

Source	df	SS	Mss	F-value
Classroom	4	7723.6	1930.9	6.649
Ecology				p<.01
SEX	1	1979.7	1949.7	6.714 _{P<.01}
Classroom	5	8303.1	2075.7	7.418
Eco. x SEX				p<.01
Error	139	40363.8	290.3	
Total	149	52374.6		

From the Table – 6 It is found that the value is 6.649 for the effect of classroom ecology on social skills which is significant at 0.01 level. Hence the null hypothesis is rejected and it is concluded that, there is no significant influence of classroom ecology on elements of emotions intelligence social skill of the student at higher secondary level.

Findings

Following are the findings of the Research Work-

- 1. There is a significant effect of classroom ecology on effective domain total Emotional Intelligence of the Student at higher secondary level.
- 2. There is no significant effect of classroom ecology on self awareness of the students at higher secondary level.
- 3. There is no significant effect of classroom ecology on empathy of the student at higher secondary level.
- 4. There is no significant effect of classroom ecology on self management of the students at higher secondary level.
- 5. There is no significant effect of classroom ecology on motivation of the students at higher secondary level.
- 6. There is no significant influence of classroom ecology on elements of emotions intelligence social skill of the student at higher secondary level.
- 7. Interaction between classroom

ecology and sex does not affect the emotional intelligence of the students at higher secondary level.

8. Interaction between classroom ecology and sex does not affect the various aspects of emotional intelligence such as self awareness, empathy, self management, motivation and social skill.

Implication of the study

In the educational process classroom ecology and emotional intelligence are very important for the learning and development and of the child emotional intelligence is the product of one's heredity and its intervention with his environmental forces. Emotional intelligence depends on the environment and environmental study of the science is called ecology it effects the ecology of the child.

Emotional intelligence adopts a widely perspectives and help us to extend our understanding our interaction with others and the social world around us.

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Teaching Effectiveness of Secondary Grade School Teachers: A Reality Perspective

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Key Words : Teaching Effectiveness, Quality Education

Abstract

The present investigation was undertaken to study the effectiveness of secondary grade teachers in teaching among schools. The researcher selected 100 teachers teaching in government, government aided and private schools of Thanjavur district, Tamilnadu. The standardized tool (Kulsum Teacher Effectiveness Scale-KTES by Umme Kulsum) was used in the study. To know the effectiveness in their classroom teaching, data were collected; Mean and S.D were worked out. 't' and F tests were applied. This study reveals that the secondary grade teachers have high effectiveness in their classroom teaching. It further states that there is no significant difference exists among all the variables.

Introduction

The complexities of the processes at the school level lead to improve the quality of teaching and learning. Most of the countries are focusing the quantitative expansion along with qualitative nature in the field of education. Based on the view of Adams (1993) quality has multiple meanings. It is dynamic and multi dimensional. It may reflect individual values and interpretations and may be assessed by either quantitative or qualitative measures. Goals of quality may conflict with efficiency, equity or other goals.

Components in Quality Education

Parents, Schools, Teachers and Community are the major components in quality education. Many countries are implementing reforms in the educational

system stressing the major role of the parents, teachers and schools. The two main sectors of quality concerns are the inputs and outputs. Outputs are usually students' results on achievement tests and assessments. The inputs include a wide variety of factors such as infrastructure and resources, quality of school environment, textbooks, teacher preparation, teacher salaries. supervision, attitudes and incentives, school climate, curriculum, students, physical well being, family and socio economic context.

Students need to be taught a range of strategies in any learning situation to enable them to make the right choices to set goals and be able to achieve them. Successful learners have to know how they can work independently. Teachers help students to set their goals and develop appropriate strategies and skills. To achieve their goals teachers require focused teaching, effectiveness and immediate focused feedback to improve their performance. To inspire students to learn, to help them uncover their hidden talents and to challenge them to strive for excellence, students need powerful and memorable learning rich experiences. In a community, unless students feel safe, secure and happy in a positive environment and have to know how to achieve their tasks, otherwise both learning and teaching will be difficult. Sensible routines provide a sense of security and predictability and provide an environment for students take the risks necessary for their growth. Effective classroom management allows students to learn independently and for teachers to teach.

When schools, community and parents are the inputs in implementing the quality aspects and the students is the output for quality education.

The role of Schools in Quality Education

The school district or system can take the lead in offering teachers professional development on collaborating with parents and families, learning about family dynamics and non traditional family structures, improving two way communi-

> Fig. 1 Triangular Approach in Quality Education



cation between school and home, reducing barriers to family involvement, and understanding diverse cultures. Schools are giving pre-service and inservice training to teachers in order to do their best in teaching at all the levels. Thus school gets its own importance in maintaining the quality education. Parent teacher association involves carrying over the functions of school administration. The effectiveness of teaching among teachers plays a major role in enhancing the learner's part in the school sector.

In the context of the curriculum teacher fulfils the learner through effective teaching learning transaction process. Teachers in the past were treated as semiskilled labourers unable to make responsible decisions about their practice. Students learn through problem solving, critical dialogue, inquiry, and the use of higher order thinking skills, teachers must learn and improve in professional development programs that not only advocate but also use and model these methods (UNESCO 2004). The highest quality teachers are those capable of helping their students learn in deep mastery of both their subject matter and pedagogy.

Review of Related Studies

Various studies reveal the importance of school and teachers in enhancing quality education. In South Africa the school governing bodies establish a new relationship between the state and parents in setting the new direction for education and provide a better learning space (Noleen 2007). According to the views of Craig (1995) and Prouty and Tegegn (2000), the quality focuses on process within the school and classroom and relationships between the school and the surrounding community in interacting at the school level to shape quality of learning that a society values in young people. Darling-Hammond (2006)





and Darling-Hammond and Bransford (2005) suggested that the teacher education should not end with the certificate, but most constitute that life long learning through and socialization, supervised internships for developing effective learner-centered approaches to teaching. (Verma 2009), (Ahuja 2009), Jahan & Parveen, Tamang (2009) suggests that thequality of education lies in availability of infrastructure such as buildings, trained and competent teachers and the quality of instruction.

Objectives of the Study

- To measure the level of teaching effectiveness in classrooms among secondary grade teachers.
- To study difference in the teaching effectiveness among secondary grade teachers with respect to the following demographic variables ; Gender, Locality of Teacher, Educational Qualification, Medium, Age, Income per month, Family size etc.
- To study the difference in the teaching effectiveness among secondary grade teachers with respect to the following demographic variables; Level of School, Type of School, Grade of Teacher, Teaching Experience, Religion etc.

Hypotheses for the present study

- There will be no significant difference in the teaching effectiveness of secondary grade teachers with respect to the following demographic variables ; Gender, Locality of Teacher, Educational Qualification, Medium, Age, Income per month, Family size etc.
- 2. There will be no significant difference in the teaching effectiveness of secondary grade teachers with respect to the following demographic variables ; Level of School, Type of School, Grade of Teacher, Teaching Experience, Religion etc.

Design of the Study

For this investigation, descriptive survey method has been adopted. The sample of this study covered 100 secondary grade teachers in Thanjavur district of Tamilnadu. The standardized tool (Kulsum Teacher Effectiveness Scale) was framed as five point rating scale developed by *Dr.Umme Kulsum* was adopted for the study. The data were collected based on convenient sampling method in Thanjavur district of Tamilnadu.

Analysis and Interpretation

In order to measure the teacher effectiveness of secondary grade teachers in classroom teaching, the tool was administered and mean and SD of the data were computed, which is given in the table no. 1.

The table-1, indicates that the calculated mean value (229.92) of secondary grade teachers have high teaching effectiveness in their classroom teaching as the mean score of the scale is 150.

The table -2 reveals that the calculated 't'values among the demographic variables are less than the tabulated value 1.96 at 0.05 level of significance. Consequently the hypothesis 1 is accepted, the effectiveness of female and teachers with

Table: 1						
Mean score of teaching effective	eness in classrooms	among secondary gr	rade			
teachers	(Maximum score: 30	0)				

Variables		Sample	Mean	SD
Gender	Male	26	221.961	29.47
	Female	74	231.973	29.53
Locality of Teacher	Rural	71	229.43	29.88
	Urban	29	229.2	29.76
Edu. Qualification	UG	18	235.833	24.76
	PG	82	227.951	30.62
Medium	Tamil	98	228.959	29.83
	English	2	249.5	12.02
Age	below 40 yrs	35	227.314	28.05
	above 40 yrs	65	230.476	30.7
Income	above 25,000	64	227.98	30.12
(per month)	below 25,000	36	231.83	29.17
Family Size	Nuclear	57	227.859	29.04
	Joint familiy	43	231.372	30.77
Level of school	Primary School	44	231.13	29.17
	Middle School	19	235	35.76
	High School	33	220.5	27.55
	Hr. Sec. School	4	224.84	23.64
Grade of Teacher	Sec. Teacher	73	229.78	30.73
	BT Teacher	16	218.12	25.64
	PG Teacher	4	244.5	9.11
	Head Master	7	242.142	29.1
Type of School	Govt.Aided	19	229.68	30.31
	Government	72	228.79	30.4
	Private	9	233.33	24.89
Experience	11-20 Yrs	61	225.623	31.79
	21-30 Yrs	20	237.3	23.92
	below 10 Yrs	19	233.05	27.27
Religion	Hindu	74	230.391	28.51
	Muslim	2	200.5	54.44
	Christian	24	228.625	31.79
TOTAL		100	229.92	28.59

PG degree are slightly higher than the male teachers with UG degree, rural teachers are slightly better than the

urban teachers in terms of effectiveness in teaching, teachers with 40 years and above age, who get above 25000/- income
Table - 2

Significance of the difference between Teaching effectiveness of secondary grade teachers with respect to their demographic variables

Variable	N	Mean	SD	t-
				Value
Male	26	221.961	29.47	1.49
Female	74	231.973	29.53	NS
Rural	71	229.43	29.88	0.035
Urban	29	229.2	29.76	NS
UG	18	235.833	24.76	1.02
PG	82	227.951	30.62	NS
Tamil	98	228.959	29.83	0.968
English	2	249.5	12.02	NS
> 40 yrs	35	227.314	28.05	0.506
< 40 yrs	65	230.476	30.7	NS
< 25 K	64	227.98	30.12	0.62
> 25K	36	231.83	29.17	NS
Nuclear	57	227.859	29.04	0.584
Joint	43	231.372	30.77	NS

Table - 3

Significant difference in their effectiveness of teaching among secondary grade teachers with respect to the demographic variables

Variable	N	Mean	SD	F-Value
Primary	44	231.13	29.17	0.646
Middle	19	235	35.76	NS
High	33	220.5	27.55	
HrSec	4	224.84	23.64	
Sec Tchr.	73	229.78	30.73	1.574
BT Tchr.	16	218.12	25.64	NS
PG Tchr.	4	244.5	9.11	
HM	7	242.142	29.1	
Aided	19	229.68	30.31	0.093
Govt.	72	228.79	30.4	NS
Private	9	233.33	24.89	
11-20 Yrs	61	225.623	31.79	1.354
21-30 Yrs	20	237.3	23.92	NS
> 10 Yrs	19	233.05	27.27	
Hindu	74	230.391	28.51	0.996
Muslim	2	200.5	54.44	NS
Christian	24	228.625	31.79	

(per month), teachers with joint family and teachers from english medium schools have shown better Teaching effectiveness than teachers with below 40 years of age, who get below 25000/income (per month), teachers with nuclear family and teachers with tamil medium with respect to their effectiveness in teaching. Hence found that the results reveals that there is no significant difference exist between their effectiveness of teaching among secondary grade teachers with respect to the demographic variables such as Gender, Locality of Teacher, Educational Qualification, Medium, Age, Income per month and Family size.

Analysis of table -3, shows that the calculated F - values among the demographic variables are less than the tabulated value 2.58at 0.05 level of significance.Consequently the hypoth-

esis is accepted, the high school teachers have shown less effectiveness in teaching than other school teachers, Postgraduate teachers performed better than other grade teachers, Private school teachers have shown higher effectiveness than other school teachers, teachers with 21 to 30 years experience is greater than other experienced teachers in terms of their effectiveness in teaching and teachers belongs to hindu religion have shown more than other religious teachers in their teaching effectiveness in classroom at secondary level.

The results reveal that there is no significant difference in their effectiveness of teaching among secondary grade teachers with their respect to their demographic variables such as Level of School, Grade of Teacher, Type of School, Teaching Experience and Religion. Teaching Effectiveness of Secondary Grade......by Dr. G. Hema & Dr. K. Nirmala

Findings

- 1. Secondary grade teachers have high teaching effectiveness in their classroom teaching.
- 2. There is no significant difference between effectiveness of teaching among secondary grade teachers with respect to their demographic variables such as Gender, Locality of Teacher, Educational Qualification, Medium, Age, Income per month and Family size.
- 3. There is no significant difference in their effectiveness of teaching among secondary grade teachers with respect to their demographic variables such as Level of School, Grade of Teacher, Type of School, Teaching Experience and Religion.

Conclusion

The quality of education depends to a great extent on the effectiveness of teachers in teaching. Unless we bring quality in teachers we cannot expect quality in education. Academic practioners and policy makers should provide appropriate infrastructure and motivation, necessary inservice training programmes to teachers' in turn helps the teacher to improve the effectiveness of teachingin their transaction process. In improving the quality of education teachers must have the professional ethics. They should satisfy the parents or the societal expectations of the students in various situations. For this, teachers also need a support, recognition from officials, Parents, students and society as a whole.

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Teaching Competency of Secondary School Teachers : A Stream-based Comparative Study

Dr. Aparna Shrivastava *

Key Words : Teaching Competency, Streams in Secondary Education

<u>Abstract</u>

Quality based education is the foundation stone for knowledge creation, dissemination and application. In these ventures, teachers play the pivotal role. Teachers have to be competent in the subjects they teach, in the process of transaction and in schools management but it is equally true that competencies alone though necessary, may not be sufficient enough unless these are strengthened by commitment. Researcher selected the above problem to find out teacher competency in the teachers of senior secondary schools. For this, researcher selected 160 teachers as a sample on random basis. Teacher competency questionnaire is used for the study. The teachers of science stream possess more teacher competency than teacher of arts and commerce stream and teachers of arts stream possess more teacher competency then teachers of commerce streams.

Introduction:

"If country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher" Dr. A.P.J. Abdul Kalam

Education is an important instrument in bringing out potentialities of human beings while effectiveness of a system of education is mainly dependant upon its teachers. That is why among all the dimensions of education, teacher education is considered to be the most crucial. The development and advancement of a nation depends on the quality of citizen. The quality of education system prevailing in the contrary and the quality of education system depends upon the quality of teachers. It is very important to have good teacher and good teachers can be produced only if we have a good system of teacher education.

The NPE also emphasized the need for overhauling teacher education. NCTE [1993] prepared a "curriculum framework for quality teacher education." To highlights its principle concern to revamp teacher education in a comprehensive way.

Kiran Walia, Encyclopedia of Indian Education Vol- II Teacher competence refers to the set knowledge, abilities and beliefs a teacher possesses and brings to Teaching Competency of Secondary School Teachersby Dr. Aparna Shrivastava

the teaching situation. Each specific type of competence is called competency. Teacher competence is the sum total of all the competencies possessed by the teacher that are used in the teaching situation. Ryans [1960] has rightly remarked that, if competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. Thomas Montomery [1998] made a survey about children's perception of good teacher, and found that children as young as seven years were open and articulate with their suggestions. Some of the suggestions were that teacher must give fair treatment to everyone, have a loving attitude, sense of humour, willingness to listen and ability to be real. G. R. K. Murty [2007] There are calls for Indian universities to start teaching soft skill like teamwork, communications, negotiations, customer services, problem solving and achievement orientation need for a comprehensive evaluation of competencies. N. K. Shastri [2008] The assessment method should also become an important part guiding the teachers about adoption of an appropriate learning approach. S. K. Padhi [2008] There is a growing demand for such an evaluation that measures both qualitative as well as quantitative aspects of a young human mind reflecting the change that take place in different domains [Cognitive, Affective and Psychomotor] of one's personality as a result of a structured instruction. The properly qualified, trained and with professional values a teacher becomes the pivot around which the entire educational system revolves.

The educationist himself is also living in the same development environment. So the professional values of teachers have become widely discussed matter in the educational world of today.

Objectives of the study:

The objectives of the present study are as given below ;

1.To compare the teacher competency of teachers of science and arts streams.

- 2. To compare the teacher competency of teachers of science and commerce streams.
- 3.To compare the teacher competency of teachers of arts and commerce streams.

Hypotheses of study:

Following hypotheses were formulated for the study;

- 1. There is no significant difference of teacher competency between the teachers of science and arts streams.
- 2. There is no significant difference of teacher competency between the teachers of science and commerce streams.
- 3. There is no significant difference of teacher competency between the teachers of arts and commerce.

Methodology:

The normative survey method is selected for the present study. It is a useful method for fact finding.

Tool:

In the present study *"Teacher Competency Questionnaire"* is used. This questionnaire is constructed by the researcher to find out the teachers competency.

Sample:

For this study the "Lottery Method of Random Sampling" is selected for selection of the sample. For selecting the sample 100 senior secondary schools were selected on the simple random basis. Than 60 teachers from each stream (Science 60, Arts 60 and Commerce 60) were selected by lottery method of random sampling. Thus the total no of teachers selected were 180.

Statistics used in the study:

To test the hypotheses and to analyze the collected data, the following statistical technique will be use.

Mean, Standard deviation and t – test **Analysis**

The data were analysed for t-test.

Teachers of Science & Arts Scienni of Secondary Schools							
Area	Science	cience Arts Teachers(60)		t- Signi.			
	Teac			hers (60)	value	Level	
	Mean	SD1	Mean	SD 2			
1 Cognitive Based Competency	35.60	12.79	35.05	11.89	0.86	NS	
2 Performance-based Competency	34.58	15.27	33.15	15.91	1.96	NS	
3 Affective Based Competency	33.52	11.59	32.79	12.55	1.16	NS	
4 Consequence Based Competency	34.25	10.73	34.34	13.98	0.13	NS	
5 Communication Based Competen	су 30.10	11.46	28.79	8.67	2.27	p<.01	
6 Competency Related	23.93	13.17	22.18	9.77	2.83	p<.01	
to Co-Curricular Activity							
7 Contextual Based Competency	12.90	7.68	10.79	5.72	4.48	p<.01	
8 Proper Use of conventional &	13.20	9.77	11.65	8.44	2.81	p<.01	
& Modern Technology							
9 Teacher competency[In Totality]	29.07	11.93	27.77	10.93	2.11	p<.05	

Table 1: Comparative Analysis of Teachers Competency of 'eachers of Science & Arts Stream of Secondary Schools

Graph - 1



The hypothesis 1. is accepted for the areas Cognitive based competency, performance based competency, affective based competency and consequence based competency.

The hypothesis 1. is rejected for the areas Communications based competency, competency related to co-curricular activity, contextual based competency and proper use of conventional & modern technology

Hence the science teachers possess more teacher competency than the arts teachers.

Teachers of Science & Commerce Stream of Secondary Schools							
Area	Sci	Science		merce	t- Signi.		
	Tea	chers(60)	Teac	hers (60)	value	Level	
	Mean	SD1	Mean	SD 2			
1 Cognitive Based Competency	35.60	12.79	31.75	13.57	5.12	p<.01	
2 Performance-based Competency	34.58	15.27	30.65	10.92	5.50	p<.01	
3 Affective Based Competency	33.52	11.59	32.62	14.86	1.20	NS	
4 Consequence Based Competency	34.25	10.73	32.34	13.71	2.57	p<.05	
5 Communication Based Competency	30.10	11.46	27.62	8.25	3.81	p<.01	
6 Competency Related	23.93	13.17	22.38	8.99	2.52	p<.05	
to Co-Curricular Activity							
7 Contextual Based Competency	12.90	7.68	12.05	8.51	1.65	NS	
8 Proper Use of conventional &	13.20	9.77	11.73	9.88	2.73	p<.01	
& Modern Technology							
9 Teacher competency[In Totality]	29.07	11.93	26.58	10.15	3.85	p<.01	

Table2: Comparative Analysis of Teachers Competency of Seachers of Science & Commerce Stream of Secondary Schools





Hypothesis is accepted for the areas Affective based competency & contextual based competency.

Hypothesis is rejected for the areas such as Cognitive based competency, performance based competency, consequence based competency, Communications based competency, competency related to co-curricular activity and proper use of conventional & modern technology.

reachers of fires a commerce stream of secondary senders							
Area	Arts	Commerce t-			:- Signi. 🛛		
	Теа	chers(60)	Teachers (60)		value	Level	
	Mean	SD1	Mean	SD 2			
1 Cognitive Based Competency	35.05	11.89	31.75	13.57	3.58	p<.01	
2 Performance-based Competency	33.15	15.91	30.65	10.92	2.64	p<.05	
3 Affective Based Competency	32.79	12.55	32.62	14.86	0.17	NS	
4 Consequence Based Competency	34.34	13.98	32.34	13.71	2.08	p<.05	
5 Communication Based Competency	28.79	08.67	27.62	8.25	1.55	NS	
6 Competency Related	22.18	09.77	22.38	8.99	0.25	NS	
to Co-Curricular Activity							
7 Contextual Based Competency	10.79	5.72	12.05	8.51	1.84	NS	
8 Proper Use of conventional &	11.65	8.44	11.73	9.88	0.10	NS	
& Modern Technology							
9 Teacher competency[In Totality]	27.77	10.93	26.58	10.15	2.44	p<.01	

Table 3: Comparative Analysis of Teachers Competency of Teachers of Arts & Commerce Stream of Secondary Schools





Hypothesis is accepted for the areas~ Affective based competency, Communications based competency, competency related to co-curricular activity, contextual based competency and proper use of conventional & modern technology

Hypothesis is rejected for the areas Cognitive based competency, performance based competency and communication related competency

Finding :

- 1. The teachers of science stream possess more teaching competency than teachers of arts streams.
- 2. The teachers of science stream possess more teaching competency than teachers of commerce streams.
- 3. The teachers of arts stream possess more teaching competency than teachers of commerce streams.

Summary:

Among all the streams the highest level of Teachers Competency found in the teachers of science stream and the lowest Teachers Competency found in teachers of commerce stream.

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Study on Effect of Academic Anxiety on the Emotional Intelligence of Teacher Trainees

Anupriya Sharma * & Dr. Shanti Lata Francis **

Key Words : Academic Anxiety, Emotional Intelligence

Abstract

A study on effect of academic anxiety on emotional intelligence of student teachers was conducted with 400 student teachers of government and private B.Ed. colleges of Raipur and Bilaspur cities. The academic anxiety, sex and types of B. Ed. colleges were taken as independent variables. Result revealed that academic anxiety and sex had significant effect on emotional intelligence. The interaction between academic anxiety x sex and academic anxiety x sex x types of B. Ed. colleges had also influence on emotional intelligence of student teachers. Correlation studies indicated academic anxiety and emotional intelligence were negatively associated.

Introduction

In this age of globalization and technological advancement, where the individual's life is becoming more complex and one has to face day to day problems. The anxiety is considered to be an important factor in professional life. Every alert citizen of our society realizes on the basis of his own experience as well as his observation of his fellowmen that anxiety is a pervasive and profound phenomenon in this era, which is very well manifested through the forms, riots and personal demonstration. Over emphasis on competition in various parts of life also creates anxiety. Emotional Intelligence is that which gives a person a competitive edge. It refers to the capacity for recognizing our own feelings

and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional intelligence and anxiety are related to each other and had various effects in decision in our life. The varying degree of academic anxiety of studentteachers had influence in their emotional intelligence that helps in dealing various tasks in B. Ed. colleges. **Objectives**

The main objective of the present investigation is to study the effect of academic anxiety, sex and types of B.Ed. colleges on emotional intelligence of student teachers.

Hypothesis

1. There would be no significant difference in Emotional Intelligence of

high and low Academic anxiety group of Tools Used student teachers.

- 2. There would be no significant effect of sex on Emotional Intelligence of student teachers.
- 3. There would be no significant effect of type of B.Ed. colleges on Emotional Intelligence of student teachers.
- 4. There would be no significant positive relationship between Emotional Intelligence and Academic anxiety of student teachers.
- 5. There would be no significant difference in the intensity of relationship between Emotional Intelligence and Academic anxiety of student teachers of government and private colleges.
- 6. There would be no significant difference in the intensity of relationship between Emotional Intelligence and Academic anxiety of male and female student teachers.

Methodology

Looking at the nature of the study and variables in hand descriptive survey method will be adopted in this study. The Stratified random method followed in the selection of sample.

Та	ble	1	
		_	

Selection of sample and design

College	Sex	Raipur	Bilspur	Total
Govt.	Μ	100	100	200
	F	100	100	200
Prvt.	Μ	100	100	200
	F	100	100	200
Total		200	200	400

The sample frame of the present study consists of four hundred male and female student teachers from Government and private colleges. Thus fifty samples for each cell have been taken from male and female student teachers of Government and Private Colleges from Raipur and Bilaspur.

To collect the data "Emotional intelligence test" developed by Pandey and Rai (2013) and "Student Teacher Academic Anxiety scale" constructed by Pandey (2002) were used for the study.

Data Analysis

Collected data tabulated and analyzed using appropriate statistical tool. Analysis of variance (Sharma, 2003) was used for find out the significance difference and interactional effect of Academic Anxiety, sex and type of B.Ed. colleges on Emotional intelligence among student-teachers. The data of academic anxiety was taken and median was computed. On the basis of median data was grouped in high and low level group of student teachers. The of respective scores emotional intelligence of individual student teachers were taken for analysis of varience. Effect of academic anxiety, sex and types of B.Ed. colleges on emotional intelligence of student teachers, three way ANOVA was used. The result of analysis of variance are given below.

The t-test was employed to test the significance of intensity of relationship between two different groups of student teachers.

Result and Discussion

Analysis of variance (Table 2) revealed that variation was present for, sex, interaction between academic anxiety x sex and academic anxiety x sex x types of B. Ed. Colleges. The "F" ratio has found to be significant at 0.05% level of significance for academic anxiety (4.92), sex (5.05) and first order interaction between academic anxiety x sex (7.33)and second order interaction academic anxiety x sex x types of B. Ed. colleges (4.58) whereas, F-value was found to be non-significant for types of B. Ed. colleges (3.52), interaction between academic anxiety x types of B. Ed. colleges (2.66) and interaction between sex types of B. Ed. colleges.

B.Eu. coneges, for Emotional Intemgence								
Source of Variance	df	SS	MS	F _{Cal}	F _{Tab}	Result		
Academic Anxiety (AA)	1	513.02	513.02	4.92	3.87 (0.05%)	Sign.		
Sex (S)	1	526.70	526.70	5.05		Sign.		
Types of B.Ed. colleges (C)	1	366.72	366.72	3.52		NS.		
AA x S	1	764.52	764.52	7.33		Sign.		
AA x C	1	277.22	277.22	2.66		NS.		
S x C	1	147.62	147.62	1.42		NS.		
AA x S x C	1	477.42	477.42	4.58		Sign.		
Error (within)	392	40883.6	104.30					
Total	399							

Table 2.

Summary of ANOVA for 2 (Academic anxiety) x 2 (Sex) x 2 (Types of B.Ed. colleges) for Emotional Intelligence

Table 3.

Mean and standard deviation for levels of academic anxiety, sex and types of B. Ed. colleges

Particulars	Acad	anxiety	Sex	Types of B. Ed. colleges		
	High	Low	Male	Female	Govt.	Private
N	200	200	200	200	200	200
Mean	18.42	18.72	18.19	18.95	18.49	18.65
SD	4.18	4.26	4.77	3.55	3.04	5.14

Table 2 and Table 3 depicted that effect of academic anxiety on emotional intelligence is significant which rejects the hypothesis H_1 as the mean score of emotional intelligence of high academic anxiety group is less than that of low academic anxiety group student teachers. Bai, Saroja (2009) also find similar result that increase and decrease in anxiety affected the emotional intelligence.

The effect of sex on emotional intelligence was found to be significant and the mean score of both sex group differs significantly which showed that female student teachers had high emotional intelligence as compared to male student teachers. This rejected the hypothesis H_2 . Whereas, the third factor *i.e.* types of B. Ed. colleges have do not significant difference in mean values of

government college group and private college group of student teachers that means the types of B. Ed. colleges do not have marked effect on emotional intelligence, here hypothesis H_3 is accepted.

Among first order interactions, interaction between academic anxiety x sex had significant effect on emotional intelligence whereas, interaction between academic anxiety x types of B. Ed. colleges and interaction between sex x types of B. Ed. colleges do not have significant effect on emotional intelligence. The interaction between academic anxiety x sex x types of B. Ed. colleges was found to be significant that resulted interaction between all main factors had remarkable effect on emotional intelligence of student teachers.

 Table 4.

 Pearson's product moment correlation for emotional intelligence and academic anxiety

Between	N	r	t-value
EI and Acad. anxiety	400	-0.232	-
EI & Acad. anxiety of govt college stud. teachers	200	-0.215	-2.405*
EI & Acad. anxiety of private college stud. teachers	200	0.0244	
EI & Acad. anxiety of male stud. teachers	200	0.047	0.755
EI & Acad. anxiety of female stud. teachers	200	0.122	

* at 0.05% level of significance

The relationship between emotional intelligence and academic anxiety is presented in Table 4. The Pearson's product moment correlation for emotional intelligence and academic anxiety was -0.232 showed both were negatively correlated that may be due to low level of academic anxiety student teachers had high emotional intelligence and high level of academic anxiety student teachers had low emotional intelligence as presented by mean score of high and low level of academic anxiety student teachers in Table 3. This rejects hypothesis H_4 . The significance of intensity of relationship (correlation) was found to be significant for emotional intelligence and academic anxiety of government and private college student teachers whereas, intensity of relationship was found to be nonsignificant for emotional intelligence and academic anxiety of male and female student teachers. This rejected the hypothesis H_5 and accepted hypothesis H_6 . Kumar and Rooprai (2009) also find negative correlation between emotional intelligence and academic anxiety.

Findings

- 1. Emotional intelligence differs significantly with high and low level of academic anxiety for student teachers.
- 2. Female student teachers had high emotional intelligence as compared to male student teachers.
- 3. Emotional intelligence was not affected by types of B. Ed. Colleges.
- 4. Emotional intelligence and academic anxiety were negatively correlated for student teachers of B.Ed. colleges.
- 5. Intensity of relationship was found to be significant for emotional intelligence and academic anxiety of government and private college student teachers.
- 6. Intensity of relationship was found to be non-significant for emotional intelligence and academic anxiety of male and female student teachers.

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 ** Dr. Shanti Lata Francis: HOD, Dept. of Education., Vipra College, Raipur Chhattisgarh. Adjustment of Student-Teachers.....by Dr. A. Sudharma & T. V. Bindu

Adjustment of Student-Teachers in Secondary Level School Instructional Environment

Dr. A. Sudharma * & T. V. Bindu **

Key Words : Adjustment, Instructional Environment

Abstract

The present study investigates the adjustment of student teachers towards Instructional Environment at secondary level. Sample of the study consisted of 400 student teachers of 4 B.Ed. Colleges of Waynad and Kozhikode districts of Kerala. To select the sample, stratified random sampling technique was employed. The rating scale for measuring adjustment in Instructional Environment was developed by the investigators. The study revealed that the male and female student teachers differ significantly in their adjustment to Instructional Environment. But there is no significant difference between the adjustment to Instructional Environment of urban and rural student teachers.

Introduction

Education system all over the world during past few decades, has witnessed a transition, with reaching far consequences on the paradigm of teaching and learning and with manifestation on the goals of education and the means of delivery. Educational institutions are trying to adapt themselves to the changes in the teaching learning environment that are placing heavier demands on teachers in terms of greater responsibility and accountability.

Teacher preparation is critical to every system of education, particularly at the school stage. Every programme of teacher education needs to be pursued on the basis of its educational philosophy. It is universally acknowledged that education can offer solutions to the problem facing society, and thus offer an effective means for social reconstruction. Teachers and teacher educators have a special role to play in such efforts. Teachers play a crucial role in building a great nation. Hence, teacher education becomes a matter of vital concern.

Teacher education programmes are for professional preparation of teachers. So they should accordingly be provided with general and specific theories of education. In the absence of such theoretical basis, teacher education becomes a hit or miss affair, it also becomes not only a financial waste but also a source of erosion of values.

In this context education should move beyond the acquisition of bookish knowledge and should foster negotiation

77

EDUSEARCH ISSN: 0976-1160 Vol. 5, No.1,Apr. 2014, of meanings and an emotional climate that is conducive to learn meaningfully and the responsibility of teachers in a mixed ability grouping rests in creating learner friendly instructional climate for appropriative self worthiness and moulding their expectations.

Students should be equipped with effective problem solving skills, good communication/negotiation techniques and positive role modeling or when children consistently feel frustrated from 'a lack' of something the result is a high degree of aggression. Students in contemporary classrooms are more diverse and comes in many different forms. The most important one is difference in learning abilities. So a positive instructional environment is essential for teaching different types of students. Instruction programs are not static and many factors affect their everchanging goals and needs. Major initiatives such as an institution's strategic planning, curriculum changes, and accreditation reviews greatly influence the instructional programs, services, and environment.

With the emphasis on creative ways of communicating their learning, the educational experience of many learners unfortunately conditions them to take a passive approach to the learning process. They are taught that the way to earn good grades and to make it through school successfully is to memorise information and to recall this information when called upon (Puccio et al., 2006:23). The authors suggested that teachers often treat learners as input-output systems, pump information into them, to assess the information that comes out and not concern themselves with the extent to which the information has been internalised.

The purpose of instructional environment is the development of appropriate learning activities that are designed to facilitate student attainment of curriculum goals and the set objectives. Instructional environment plays an important role in the effectiveness of classroom teaching. Instructional environment implies a measure of the quality and quantity of cognitive creative and social support that has been available to the subject during school life in terms of teacher pupil interaction.

Objectives of the study

- To find out the extent of Instructional Environment Adjustment of student teachers at secondary level.
- To compare the Instructional Environment Adjustment of male and female student teachers at secondary level
- To compare the Instructional Environment Adjustment of rural and urban student teachers at secondary level

Hypotheses

- There is significant difference in the adjustment of instructional environment of student teachers at secondary level with regarded to their gender (male and female)
- There is significant difference in the adjustment of instructional environment of student teachers with regarded to the locality of institution (urban and rural).

Research Design

Descriptive Survey method was used to conduct the study. The present study was conducted on a representative sample of 400 student teachers of four B.Ed colleges of Wayanad and Kozhikode District. The sample was drawn by using stratified sampling technique by giving due representation to gender and locale. **Tools and Techniques Used**

To measure the variable the Instructional Environment Adjustment rating scale was used. It was a 3 point scale which was constructed and standardized by the investigators. The various dimensions included in this scale are Practicals and practicums, Teacher student relation, Student participation in classroom activities, Modern instructional strategies, Art education, physical education, Student participation in classroom activities, competency of teachers, Attitude towards peer group, Attitude towards curriculum, Physical instructional infrastructural facilities

Data Analysis & Interpretation

The analysis and interpretation of the data was done by using descriptive statistics.

The mean score of Instructional Environment Adjustment for the total sample is obtained as 54.205 with Standard Deviation 22.36. It can be interpreted as the student teachers are having low level of Instructional Environment Adjustment as the mean score is less than the mean value on the scale. Also a high value of standard deviation indicates a wide dispersion of the scores from the mean.

To compare the mean Instructional Environment Adjustment scores of male and female student teachers: rural and urban student teachers critical ratios were calculated and presented in table1.

Table1.

Mean, S.D. and C. R. of Instructional Environmental Adjustment for subsamples based on Gender and Locale.

Group	roup N Mean		SD	CR		
Male	100	80.5	11.52	18.49		
Female	300	45.4	17.74			
Rural	200	54.8	22.40	0.59		
Urban	200	53.5	22.30			

The Critical Ratio obtained in the case of male and female student teachers is 18.492 which is greater than 2.58 the

value required for significance at 0.01 level. Hence there is significant difference between male and female student teachers in their Instructional Environment Adjustment.

Male and female student teachers differ significantly in their Instructional Environment Adjustment. The Critical Ratio obtained in the case of rural and urban student teachers is .590 which is less than the table value at 0.01 level. Hence there is no significant difference between Instructional Environment Adjustment of Urban and Rural sample of Student Teachers.

Results

- 1. The student teachers are having low level of Instructional Environment Adjustment.
- 2. Male and female student teachers differ significantly in their Instructional Environment Adjustment.
- 3. There is no significant difference between Instructional Environment Adjustment of urban and rural Student Teachers.

Conclusion

The The learning environment provided to students and the pertinent dimensions related to the smooth transaction of curriculum are the pertinent dimensions related to the smooth transaction of curriculum are the specific aspects that come under the purview of instructional environment. The instructional environment that encourage the pupils within it to have confidence in their abilities, to increase effort and to search for successful solutions when confronted with initial failure, will increasingly improve the motivation of those individuals.

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 ** T.V.Bindu : Assistant Professor, Farook Training College, Kozhikode, Kerala. Email : bindutvtsy@gmail.com School Safety - A Missing Linkby Bibhuti Narayan Biswal

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School Safety – A Missing Link in Education System of India

Bibhuti Narayan Biswal *

Key Words : School Safety, Safety Education, Safety Code, Stakeholders

<u>Abstract</u>

The study analyses about school safety situation across the country. It aims to explore the safety perceptions of stakeholders associated with schools. Some innovative strategies linked to school safety like : effective Channel of communication, anonymous tip line for students/staff, infusion of safety case studies with curricula, practice of 5E (Engineering Control, Education & Training, Enforcement of rules & regulations, Enthusiasm, Example: formula). Safety education, formulation of Emergency response plan, safety codes enforcement are also highlighted. It is presumed that timely interventions by the stakeholders across the pyramid of schooling system will enable us to ensure enhanced learning pace in our schools for which school safety issues need to be given top priority.

Introduction

The concern for the well being of the child is the guiding principle for all educational philosophers, planners & educators. However due to Globalization, ICT revolution, nano technology revolution, our children are prone to some of the most sinister dangers of the world has less known so far. Therefore it is essential for each & every school to foster safety policy & practices. Till recently the Nirbhaya Gangrape case of Delhi followed by several such incident across the length & breadth of our country has created upsurge & insecurity feelings among parents. On the hind side the safety aspect of child is a missing link in our system of education due to lack of awareness & resistive attitude of school managers which has damaged the faith of parents on school.

In July 2004, 94 children charred to death in Kumbakonam in Tamilnadu, Noida School shoot out case in 2007, building collapse case of Pudukottai on 22nd January 2007, Chennai are few eye openers for our Indian school mangers. It is a matter of great concern that after the end of each incidence, commissions are set up & its recommendations are not seriously looked by concerned authority there by leaving a space for the recurrence of such incidence over the years. The time has come to define the role of each stake holders in the school system so as to ensure the safety concern of the pupil where he / she can happily make his future without any chaos / confusion.

Sebring, etal (2010) concluded from their studies that :School climate matters. Positive and sustained school

81

climate is associated with and/or predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.

The Guardian $(19^{th} July, 2013)$ reported the death of Twenty-two children after eating poisoned school meals in Bihar state, due to adulterated cooking oil. This is a terrible tragedy – awful, avoidable, unconscionable.

Present Safety Perceptions

Safety is directly connected with people of varied walk of life. May it be common man, industrialist, shopkeeper, Market Vendor, Vehicle master etc. Safety matters for all. The philosophy of safety deals with causes & analysis, methods of detection of unsafe condition, unsafe action & reason & sequence of accident happening, the principles & methods of accident prevention & speedy control after their happening, mysteries of accident occurrence, prevention & control & physical, psychological & other factors affecting safety.

Therefore safety stands for protection & service to the mankind & to search & suggest the safe ways of behaviour & keeping the safe working conditions & Environment for the safety, health & welfare of the humanity (*K. Mistry, U.* 1987)

Types of Safety

The term SAFETY stands for

- S Science for safety of self & society
- A Art & action for avoidance of accidents
- F Foolproof safety with advanced devices
- E Engineering control
- T Teaching & Training of safety to all concerned
- Y Yawl to save humanity. Yew for the shelter of all.

School – Safety A Myth or Reality?

Generally people's perception is that 'Safety' meant for Industry workers,

Fig. 1 School Safety Types Occupational Industrial Personal Home Road & Traffic

Transporters, fire fighters, foremans, safety inspectors etc. However we are knowingly or unknowingly contributing towards unsafe conditions through unsafe actions eg. Inability to concentrate, incapacity to distribute attention, slow reaction time, absent mindedness, poor judgment, hurry, fear, excitements etc at individual level. In schools fire safety, internet safety, electrical safety, gadget safety, onsite playfield safety, transport safety, safety from hijackersextortionists-terrorists, media safety etc are the buzzword today. In bygone era all of the aforesaid aspects are referred to as myths but in today's world it is reality which can not be neglected anymore. Thus domains of safety demand individuals involvement which is a reality of today's world. A "Safety Philosophy" at individual level & institutional level can only resolve all safety related issues.

Strategies for Safety Management (a) Communication Channel

Channel of communication seems vital during any emergency situation. During such times clear directions, ready access to critical information, rumor control & maintenance of calmness are much more important. Thus it is vital that individuals in organizations should know whom to contact to confirm that a crisis exist & to report injuries.

A anonymous tip line has to be established in school so that students can report threats & crime without fear of reprisal. Also a students disciplinary committee, classes on conflict management, meditation, peer counselling for new comers are an inhaler of internal safety concerns for schools.

"Safety case studies" to be assigned as a project to students in disaster management for class - X. eg Bhopal Gas Disaster, Chernobyl nuclear, disaster Flixborough Explosion disaster etc are to name a few. Every second is precious for life. Every school must have (ERP) "Emergency Response plan" to avoid any foreseeable emergencies like fire, earth quake etc. The "ERP" must be self explanatory & self guided so that in case of emergency, it can provide necessary directives to the stake holders. School must provide Safety education to future citizens. Regular safety classes for important stake holders must be organized so as to familiarize them about the hazards, safety precautions & methods, safety procedures etc in their own languages.

Periodical organisation of safety classes for support staffs, administrative staffs & security staffs is must along with safety seminars, meetings conferences etc. To promote safety from the early part of childhood, school should organize safety plays, drawing competitions on safety, safety poster, slogan making competitions etc. Also formulate its own *school safety codes* for all stake holders.

Refreshers course for campus supervisors, mangers & workers etc. on regular basis.

All school must foster 5E formula i.e:

- Engineering Control: All machinery & lighting system, Lift, Generator etc must be maintained & inspected thoroughly on daily basis.
- Education & Training: Rigorous refreshing activity on safety keep abreast all stake holders for practices in the in their daily life.
- Enforcement of (rules / Regulations): All statutory rules should be observed

strictly for our own safety & safety of others.

- Enthusiasm (to maintain interest): The catalyst to make everybody in the system safety conscious. It can be developed & maintained by competitions, awards, incentives, publicity etc.
- *Example: (Making Role Model):* Top mangers of school system must be role model for others & adhere to safety code.

(b)Accident starts where safety ends: Role of parents: Parents should talk with their kids about safety issues like, weapons, gangs, drinks & drug issues in school campus with their ward in a free & frank way.

- Parents should involve themselves in safety management of school & should visit the school during / after school to ensure the safety norms adherence by the authority. Did any one check your ID?
- Since parents are the role model of the child. Parents must adhere to safety practices in their daily life & encourage the same to their pupil.
- Make sure your child's walk to a school in a safe route with well trained adult crossing guard & knows the rules of the road, traffic lights, stop signs etc.
- Advise your kid to go for healthy food choices in school canteen such as fresh fruits, low fat dairy products, fruit juices, soda instead of cold drinks etc.

(c) Role of School:

School assumes immense significance in a inculcating safety consciousness in each pupil.

- School must create safety awareness among parents through regular PTA meetings, news letters, notices & must reinforces the home safety code as given by the school.
- Free & open channel of communication between Teachers, parent & school administration is a harbinger of pro



safety consciousness among parents which in turn trickle down to the community & society in a larger domain.

• School should organize fire drills, Earth quakes drill, workshops & seminars for teachers & parents on a sustainable basis.

(d) Role of Boards:

As the apex body, boards (CBSE / ICSE / STATE) and organizations like KVS, JNVSamiti, CTSA has to ensure the implementation of safety standards as fixed by them from time to time. Also the board has to ensure to teach safe working actions to improve existing training system for school teachers, principals, managers etc.

- Board should investigate selected accidents independently & advise its outcome to its affiliated schools to keep tab on recurrence of such incidents.
- Also board should constitute a team to check the effectiveness of the safety

system in its affiliated schools regularly.

(e) Role of Government:

The role of government seems vital in promoting & implementing safety norms because when voluntary efforts ceases it is only the force of law which actuates people to moves according to the desire of government. Decentralization in safety management & formulation of *safety council* at each district level may suffice the need of the hour.

Conclusion

There are many yardsticks by which the quality of a school can be gauged. Perhaps the one of the best measures of a school is its willingness to do whatever is necessary to safeguard the safety concerns of pupils. What we do to create & maintain safe learning environment for young people today will determine to a great extent, the quality of our society & country for future. Mobilization of public awareness, increase in school safety budget, renewed commitment of educators & strong knowledge base creation for school safety found imminent. Let us resolve today to build a safer India.

"No Safety, Know Pain Know Safety, No Pain"

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* *Bibhuti Narayan Biswal*: Principal,Sri Sathya Sai Vidya Niketan, Ganeshvad, Sisodra, Navsari. Gujarat. Email : Chem iway@sify.com Study on Impact of Education on Health......by Dr. Saba Hasan & Tabassum Qamar 85



Study on Impact of Education on Health Consciousness among Women

Dr. Saba Hasan * & Tabassum Qamar **

Key Words: Impact of Education, Health Consciousness

<u>Abstract</u>

Education is necessary to everyone but for women its importance become even more prominent. Women have managerial skills in accordance of their role in Indian society. They are induced to ensure their potentialities towards adjustable and managing sides which provide them a leadership quality to polish their children's skills and preparing a better nation. Women's education leads directly to better reproductive health, improved family health, economic growth for the family and for society as well as lower rates of child mortality and mal-nutrition. An educated mother is confident enough to look after her health and to take care of her family. An un-educated mother is not conscious about her health and her family. This is the reason that more and more emphasis is given to educate women, so that she can get complete knowledge of her as well as their family health consciousness. The present paper in this context gains significance as it studies the health consciousness of the educated and un-educated women.

Introduction

"You can tell the condition of a nation by looking at the status of its women."

-Jawaharlal Nehru Female education is the need of the hour. Without educating the women of the country we can't hope for a developed nation. Women play a vital role in all round progress of a country. If we want to make democracy successful, women must be educated. They are the real builders of happy homes.

It is said that if we educate a man, we educate a man only, but if we educate a woman, we educate the whole family. This highlights the importance of female education. It is a fact that women are the first teachers of their children. It is in their lap that the children receive the very first lessons. Hence, if mothers are well-educated, they can play an important role in shaping and in moulding the personality of their wards. *Napoleon* was once asked, what the great need of France was. He simply answers, "Nation's progress is impossible without trained and educated mothers. If the women of my country are not educated, about half of the people will be ignorant."... *Napoleon*

The reimbursement of women education are multiple, ranging from improved efficiency, economic development and increased female sovereignty. One major advantage of educational ability is understood to be better health consciousness and it is supposed that better educated women have lesser level of health problems than others.

Women's better educational status contributes to better health consciousness; these externalities represent significant private benefits to educational consciousness. In the developing as well as the developed world, public subvention is granted for health, nutrition and education.

Women's Health Consciousness is varied concluding variable that incorporate general health conduct, nutrition, sanitary condition, disease as well as working time. It is important to ascertain whether these different health consciousness determinants are equally allied with her educational status. The following study examines how Women Education is associated with their health.

Related Literature

Education and Health are the most important socio-economic variables in Pakistan. Women's educational consciousness plays an important role for the development of nations (Istano, 2002) & (Todaro). On the other hand there is more direct effect of poor health status on poverty, low productivity; low level of education etc. (World Bank Report, 2001). It is important to keep in mind that health is a multidimensional phenomenon and it is impossible to cover all its characteristics in one study. This analysis may be useful: To capture a few major facts of Women Health Consciousness and educational status those are considered vital in the context of developing countries.

David M. Cutler and Adriana Lleras Muney (2006) made a study on 'Education and Health: Evaluating Theories and Evidence' and found out that education effects the health and its effect increases with increasing years of education.

Angelca Ivanèiè, Jasmina Mirèeva, Natalija Vreèer (2008), made a study on "Impact of education on health (youth, women, and people with disabilities" and observed that education affects health. The lack of education can be seriously detrimental to health. Education is an important mechanism for improving women social and economic consciousness, which cause health problems.

A study published in 2004 with regard to this same topic in Ethiopia found that parental education is one of the "key determinants of chronic child malnutrition in Ethiopia". This study also found that the effect of maternal education is almost double that of paternal education and that mothers' secondary school education has a significant effect on anthropometric scores of their children when compared to uneducated mothers.

Research Questions

The following research questions were framed:

- 1. Do the educated women more conscious towards their health than uneducated ?
- 2. Do the working educated women more conscious towards their health than non-working educated women?
- 3. Do the working un-educated women are more conscious towards their health than non-working un-educated women?

Objectives of the Study

On the basis of the above research questions the following objectives were formulated in the present study:

- 1. To study the health consciousness among Educated and Un-Educated women.
- 2. To study the health consciousness among Working and Non-Working Educated women.

Study on Impact of Education on Health......by Dr. Saba Hasan & Tabassum Qamar

3. To study the health consciousness among Working and Non-Working Un-Educated women.

Methodology

The data for working educated and uneducated women was collected from Al-Barkaat Educational Institutions, Aligarh and for non-working educated and uneducated women it was collected from the mothers of the B.Ed students studying in the same campus and women living in the nearby areas.

Sample

Incident sampling technique was used to collect the data. The total sample of the study comprised of 48 women of the age group 25-60, living in different parts of the Aligarh city. The sample was divided into two groups, *Educated* and *Un-Educated* women. Each group comprised of 24 women and the group was further divided into two sub-groups: *Working* and *non-Working*, each having sample size of 12.

Tool Used

Interview method was applied to collect the entire data for the present study. In which the investigator asked the questions related to the age, education, working status and health of the women and their wards.

Analysis and Interpretation of Data

From the above table 1 it is apparent that out of 48 women, 24 were educated and 24 un-educated. From the sample of educated lot, 11 women were suffering from different kinds of diseases and for which 10 women were taking proper treatment whereas only 1 woman was showing negligence toward the disease she was having.

Out of 24 uneducated women, 22 women were found to have disease of one kind or the other. Out of them only 14 women were aware and taking proper treatments for it and 8 were totally ignorant about the treatment. Thus, from the above table, we can conclude that educated women are more concerned and aware about their health as compared to their counter parts. That can also be observed from the following graph, representing the above data in terms of percentage.

The above graph reveals that out of the total sample of educated women, about

Health Consciousness among Educated and Un-Educated Women						
Women	Having Disease	No Disease	Taking	No		
			Treatment	Treatment		
Educated	11	13	10	1		
Un-educated	22	2	14	8		

Table 1:

Figure1:

Health consciousness among Educated and Un-Educated women in terms of percentage



46% have some kind of disease, while this percentage goes up to 92 for uneducated women. The indepth analysis reveals that educated women are more aware toward their health, so the percentage of women taking treatment was found to be high among them i.e. 91% as compared to the uneducated women whereas this percentage was about 64, and about 36% women of un-educated women are not taking any kind of treatment.

The table 2 shows the health consciousness among working and nonworking educated women. It is observed that 12 women are working while 12 are non-working from the educated group. Out of 12, only 4 working women reported to have some kind of disease out of which 3 women are taking treatment whereas 1 was not showing any concern about her health problems.

From the non-working educated group, 7 women were found to have health problems and all of them were taking proper treatment. From the above data, it can be inferred that non-working educated women are more concerned about their health problems.

Figure 2 shows that among working and non-working educated women, only 33% working women have health problems; in case of non-working women about 58% have health problems. Out of this 33% working women 75% were taking treatment. It is quite surprising to mention here that all the 58% nonworking women were taking treatment. This shows that educated working women generally do not take care of their health.

The above table 3 reveals the health consciousness among working and nonworking un-educated women. Among the working women 10 were suffering from diseases out of the total sample of 12 and only 6 working women were taking proper treatment to cure it, while others were neglecting it. Out of the total sample of non-working un-educated women 12 were reported to be suffering from different health related problems out of which 8 are taking treatment, whereas 4 were totally unaware about their treatment. The

Health Consciousness among working and Non-working Educated women						
Educated	Having Disease	No Disease	Taking	No		
			Treatment	Treatment		
Working	4	8	3	1		
Non-Working	7	5	7	0		

Table 2:

Figure 2: Health consciousness among Working and Non-Working Educated women in terms of percentage



		Table	3:		
Health	Consciousness	among	Working	and	Non-Working
	Un-E	ducated	d Women		

Un-Educated	Having Disease	No Disease	Taking Treatment	No Treatment
Working	10	2	6	4
Non-Working	12	0	8	4

Figure 3:

Health consciousness among Working and Non-Working Un-Educated women in terms of percentage



above table clearly depicts that the nonworking un-educated women were less concerned and aware about their health in comparison to working women.

From figure 3, it is observed that among uneducated women, percentage of women having disease is quite in case of non-working women (about 100 %) as compared to the working (about 83%). But the percentage of non-working women taking treatment is little bit higher than that of working un-educated women.

Findings

It was generally observed that both literate and illiterate mothers were suffering from diseases like Thyroid, Diabetes, B.P., Orthopedic disease, Gynecological problems, etc.

1. Better-educated women are more likely to understand disease-prevention measures such as vaccines and mosquito nets, and to use them. They are more likely to take a sick child to a clinic early and to follow treatment instructions. They are more likely to understand the importance of cleanliness and sanitation as household priorities.

- 2. The study shows that educated, nutritionally strong and mothers can take care of their children more effectively which is reflected in better nutritional consciousness of their children. Whereas children of poor employed, nutritionally weaker mothers are more prone to diseases. This is much prevalent in economically weaker sections. Thus, the study underlines the need of improving mothers 'health consciousness even in low economic set up which in turn will help in improving the nutritional status of their children
- 3. Since uneducated mothers tend to have larger families when they do survive and to begin childbearing earlier, their children are more likely to suffer the excess-mortality risks

associated with childbearing too early or too late.

- 4. Educated mothers seem somewhat Implications of the Study more successful at reducing the prevalence of diarrheal diseases, but their children seem equally at risk of fevers and coughs. Educated mothers are strikingly better informed about ORS packets and generally more likely to make use of these for diarrheal episodes. Educated mothers are also generally more likely to use medical facilities for treatment of diarrheal episodes, fevers, and coughs.
- 5. The children of poor illiterate mothers (both working and non-working) are more prone to diseases like their mother. This does not infer that they are unaware of the diseases, but due to

poverty they are unable to take correct measures of treatment.

The important objective to conduct a research is to find out the answer of the problem under consideration. The analytical outcome of the present study provides the evidence that mother's education is very important and due attention should be given to improve the status of women in the society through education. The government is taking a lot of initiative to improve the condition of women in this regard but it is not able to bring a revolutionary change in the society. For the integration of women in development, education is a must and the whole society will have to realize this fact.

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90

Historical Perspective of Special Education by Dr. Veenu Khurana



Historical Perspective of Special Education

Dr. Veenu Khurana *

Key Words : Special Education, PWD Act, Psychodymamics

<u>Abstract</u>

Historical records have consistently documented the most severe disabilities-those that transcend task and setting. Although federally mandated special education is relatively new but students with disabilities have been present in every era and in every society. Although great concern about the where of instruction was expressed in the 1980s and 1990s, little attention was given to the What of instruction. Throughout the twentieth century the field of special education repeatedly adopted instructional strategies of questionable efficacy-interventions that have little to no empirical basis. Additionally, special educators have adopted, with "bandwagon" fervor, many practices that have been proven ineffective and have thereby repeated the mistakes of history. If special education is to progress, professionals will need to address and remedy the instructional practices used with students with disabilities.

Introduction:

History of Special education, as its name suggests, is a specialized branch of education. Claiming lineage to such persons as *Jean-Marc-Gaspard Itard* (1775–1838), the physician who "tamed" the "wild boy of Aveyron," and Anne *Sullivan Macy* (1866–1936), the teacher who "worked miracles" with *Helen Keller*,. Itard's description of the wild boy of Aveyron documents a variety of behaviors consistent with both mental retardation and behavioral disorders.

Nineteenth-century reports of deviant behavior describe conditions that could easily be interpreted as severe mental retardation, autism, or schizophrenia.

Milder forms of disability became apparent only after the advent of universal public education. When literacy became a goal for all children, teachers began observing disabilities specific to task and setting-that is, less severe disabilities. After decades of research and legislation, special education now provides services to students with varying degrees and forms of disabilities, including mental retardation, emotional disturbance, learning disabilities, speech-language (communication) disabilities, impaired hearing and deafness, low vision and blindness, autism, traumatic brain injury, other health impairments, and severe and multiple disabilities.

91

Development of the Field of Special the practice of moral treatment was replaced by the belief that most

At its inception in the early nineteenth century, leaders of social change set out to cure many ills of society. Physicians and clergy, including Itard, Edouard O. Seguin (1812–1880), Samuel Gridley Howe (1801–1876), and Thomas Hopkins Gallaudet (1787–1851), wanted to ameliorate the neglectful, often abusive treatment of individuals with disabilities. A rich literature describes that the disabled section were often confined in jails and almshouses without decent food, clothing, personal hygiene, and exercise.

During much of the nineteenth century, and early in the twentieth, professionals believed individuals with disabilities were best treated in residential facilities rural in environments. Advocates of these institutions argued that environmental conditions such as urban poverty and vices induced behavioral problems. Reformers such as Dorothea Dix (1802-1887) prevailed upon state governments to provide funds for bigger and more specialized institutions. These facilities focused more on a particular disability, such as mental retardation, then known as "feeble-mindedness" or "idiocy", sensory impairment such as deafness or blindness; and behavioral disorders such as criminality and juvenile delinquency. Children, who were judged to be delinquent or aggressive, and adults judged to be "mad" were admitted to psychiatric hospitals. Moral treatment was the dominant approach of the early nineteenth century in psychiatric hospitals, the aim being cure. Moral treatment employed methods analogous to today's occupational therapy, systematic instruction, and positive reinforcement.

Beginning of Segregation:

By the end of the nineteenth century,

replaced by the belief that most disabilities were incurable. This led to keeping individuals with disabilities in institutions both for their own protection and for the betterment of society. By the end of the nineteenth century the size of institutions had increased 80 dramatically that the goal of rehabilitation was no longer possible. Institutions became instruments for permanent segregation.

Scientific Approach and Psychodynamics:

At the close of the nineteenth century, state governments established juvenile courts and social welfare programs, including foster homes, for children and adolescents. The child study movement became prominent in the early twentieth century. Using the approach pioneered by G. Stanley Hall (1844–1924; considered the founder of child psychology), researchers attempted to study child development scientifically in relation to education and in so doing established a place for psychology within public schools. In 1931, the Bradley Home, the first psychiatric hospital for children in the United States, was established in East Providence, Rhode Island. The treatment offered in this hospital, as well as most of the other hospitals of the early twentieth century, was psychodynamic. Psychodynamic ideas framed interest in the diagnosis and classification of disabilities.

The Development of Special Education in Institutions and Schools :

Although *Itard* failed to normalize Victor, the wild boy of *Averyon*, he did produce dramatic changes in Victor's behavior through education. Modern special education practices can be traced to Itard, and his work marks the beginning of widespread attempts to instruct students with disabilities. In 1817 the first special education school in the United States, the American Asylum for the Education and Instruction of the Deaf and Dumb was established in Hartford, Connecticut, by Gallaudet. By the middle of the nineteenth century, special educational programs were being provided in many asylums. Education was a prominent part of moral therapy. By the close of the nineteenth century, special classes within regular public schools had been launched in major cities. These special classes were initially established for immigrant students who were not proficient in English and students who had mild mental retardation or behavioral disorders.

Mandatory Law for Special Education:

In 1840 *Rhode Island* passed a law mandating compulsory education for children, but not all states had compulsory education until 1918. However, by the mid-twentieth century children with disabilities were still often excluded from public schools and kept at home if not institutionalized. In order to respond to the new population of students with special needs entering schools, school officials created still more special classes in public schools.

The number of special classes and complementary support services (assistance given to teachers in managing behavior and learning problems) increased dramatically after World War II. During the early 1900s there was also an increased attention to mental health and a consequent interest in establishing child guidance clinics.

By 1930 child guidance clinics and counseling services were relatively common features of major cities, and by 1950 special education had become an identifiable part of urban public education in nearly every school district. By 1960 special educators were instructing their students in a continuum of settings that included hospital schools for those with the most severe disabilities, specialized day schools for students with severe disabilities who were able to live at home, and special classes in regular public schools for students whose disabilities could be managed in small groups.

During this period special educators also began to take on the role of consultant, assisting other teachers in instructing students with disabilities. Thus, by 1970 the field of special education was offering a variety of educational placements to students with varying disabilities and needs; however, public schools were not yet required to educate all students regardless of their disabilities.

During the middle decades of the twentieth century, instruction of children with disabilities often was based on process training-which involves attempts to improve children's academic performance by teaching them cognitive or motor processes, such as perceptual motor skills, visual memory, auditory memory, or auditory-vocal processing. These are ancient ideas that found twentieth-century proponents. Process training enthusiasts taught children various perceptual skills (e.g., identifying different sounds or objects by touch) or perceptual motor skills (e.g., balancing) with the notion that fluency in these skills would generalize to reading, writing, arithmetic, and other basic academic tasks.

History of first special school:

One of the first special schools in the world was the Institut National des Jeunes Aveugles in Paris, which was founded in 1784. It was the first school in the world to teach blind students. The first school in U.K, for the Deaf was established (1767) in Edinburgh by *Thomas Braidwood*.

Attention to the downtrodden conditions of people with disabilities brought with it reforms in Europe including the re-evaluation of special schools. In the United States reform came slower. Throughout the mid half of the 20th century, special schools, termed institutions, were not only acceptable they were encouraged. Students with disabilities were housed with people with mental illness, and little if any education took place

Disability act (1997):

With the Amendments to the Individuals with Disabilities Act of 1997, school districts in the United States began to slowly integrate students with moderate and severe special needs into regular school systems and this changed the form and function of special education services in many districts.

Institutions and Policies for Persons with Disabilities in India (PWD):

The socio-economic profile of PWD and insights into community attitudes provided suggest that there remain major challenges at several levels in realizing the rights of PWD in India. India has one of the more developed national policy frameworks for disability of developing countries, though there remains scope for improvement, in particular at the subnational level. However, as in many areas of social policy, challenges of institutional capacity and coordination have contributed to implementation that frequently leaves much to be desired. The intersection of policy and institutions is therefore critical to understanding the factors that drive current outcomes for PWD and might contribute to improving them.

Participation of Non-Public Sectors:

Non-public sectors are particularly important in the disability field relative to other areas of social policy. These include persons with disabilities themselves, NGOs, DPOs, communitybased groups such as SHGs or CBR groups, the private sector, and households. India has a long experience of policy and practice with respect to disability, including collection of census information on disability from as early as 1872, and special schools and institutions operating since the 19th century. Like many countries, it also had specific provision for people with mental illness and retardation under the Indian Lunacy Act of 1912. The Constitution of India acknowledged also general state obligations to PWD in Article 41, and the State List under "Relief of the disabled and unemployable".

Subsequently, specific measures such as employment concessions were introduced from the 1960s. However, it was not until the 1980s that policy commitment to full participation of PWD in Indian society evolved. The outcomes of this policy shift were realized in several key pieces of legislation3: (i) the Mental Health Act, 1987; (ii) the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) 1995 (PWD Act); (iii) the Act, Rehabilitation Council of India Act, 1992 and amended in 2000 (RCI Act); and (iv) the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (National Trust Act. The Policy was also strongly influenced by international developments, including the Asia and Pacific Decade of Disabled Persons (1993-2202) and the UNESCAP Biwako Millennium Framework for Action, which recommitted Asia-Pacific countries to "promote the goals of an inclusive, barrier-free and rights-based society for persons with disabilities" during the period 2003-2012. General Policy Issues in PWD Act: Some of the cross-cutting policy issues with respect to the PWD Act include:

• the Act covers only designated groups of PWD, which is by no means completely inclusive of categories of disability. This

is in part driven by the linkage in the Act between the relevant legal definition of disability and the entitlements under the

Providing for a more inclusive definition of disability while retaining more restrictive entitlements by disability type has been proposed by the Amendment Committee for the PWD Act. 6 The Committee proposed expansion of the Act's definition of disabilities to include multiple disability, autism, thalassemia, haemophilia, filiariasis, cerebral palsy and moderate/severe speech impairment. It also provided a more precise definition of mental illness, which in the current Act is vaguely defined as "any mental disorder other than mental retardation".

• a second overarching policy issue with the Act relates to commitments which are subject to the "limits of economic capacity and development" of the relevant authorities. The formulation represents an attempt to balance policy commitments and fiscal and institutional realities.

These uncertainties are significant, as this approach is used in important sections such as identification of PWD, prevention and treatment of disability, and access rights of PWD. In the absence of a process for benchmarking reasonable performance by states on the contingent entitlements of the Act, the courts have become the main point of reference for PWD to enforce performance by governments.

• The above point raises the wider one that the Act's entitlements and commitments are supported by a weak enforcement mechanism. The institution mandated with monitoring compliance with the Act – the Office of the Commissioner – has weak powers. The Commissioners' office has authority to look into deprivation of PWD rights and on implementation of various rules, laws etc. which have been developed to promote the welfare and rights of PWD.

• The overall approach of the Act has rather limited roles for actors outside the core administrative framework, including NGOs/DPOs, civil society, PWD themselves and PRIs. There is no explicit role for PRIs mentioned, though the Act was passed after the 73rdConstitutional amendment. However, the proposed revised definition is "...disorder of the mind that results in partial or complete disturbance in the person's thinking, feeling and behaviour which very often results in recurrent or persistent inability or reduced ability to carry out activities of daily living, self care, employment education, and participation in social life.

Trends in Special Education:

In the late nineteenth century, social Darwinism replaced environmentalism as the primary causal explanation for those individuals with abilities who deviated from those of the general population, opening the door to the eugenics movement of the early twentieth century, and leading to the segregation and sterilization of individuals with mental retardation. At the beginning of the twentieth century, the debate had suddenly shifted from whether the disadvantaged should be helped to where these individuals should be served. As the institutionalization versus deinstitutionalization debate raged, many individuals were given custodial treatment, which is contrary to the mission of special education.

Almost a century after the placement debate began, special educators still focused on the importance of place. Many were calling upon the field to create not one perfect setting for the delivery of services, but a continuum of placement options that would address the needs of all students with disabilities.

The civil rights movement had reconceptualized special education as a case of access of minorities to the educational privileges of the majority, and the least restrictive environment clause of EAHCA/IDEA prompted advocates for people with disabilities to call For mainstreaming -the return of students with disabilities to the regular classroom whenever and wherever possible. In the 1980s the Regular Education Initiative (REI) was an attempt to return responsibility for the education of students with disabilities to neighborhood schools and regular classroom teachers. In the 1990s the full inclusion movement called for educating all students with disabilities in the regular classroom with a single, unified and responsive education system.

Conclusion:

Researchers have conceptualized the history of special education in stages that

highlight the various trends that the field has experienced. Although some of these conceptualizations focus on changes involving instructional interventions for students with disabilities, others focus on the place of interventions. Belief in the essential curative powers of place spurred the late nineteenth century crusade for bigger and better institutions, as well as the mid-twentieth-century movement for deinstitutionalization. Exclusive focus on the importance of place distracted many professionals and prevented them from recognizing that dramatic changes in philosophy were accompanying the movement for deinstitutionalization.

Special educators teach those students who have physical, cognitive, language, learning, sensory, and/or emotional abilities that deviate from those of the general population. Special educators provide instruction specifically tailored to meet individualized needs, making education available to students who otherwise would have limited access to education.

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Study on Global Awareness and Motivation......by Dr.Usha Rao & Dr. Jayashree Inbaraj 97



Study on Global Awareness and Motivation towards Education for Global Citizenship among Student Teachers of Greater Mumbai

Dr. Usha Rao * & Dr. Jayashree Inbaraj **

Key Words : Awareness, Motivation, Global Citizenship

<u>Abstract</u>

Global issues determine the future of the human species. If we fail to educate the young children in schools and let them remain unaware of global events, we run a great risk of having a generation of youth that is uninformed about their own lives and the position and the role they hold in relation to the world they live in. And so if students need to be globally aware then it becomes imperative for teachers to have global awareness. The basic aim of the study was to find out the level of global awareness among student teachers in Mumbai region and their willingness and motivation towards Education for Global Citizenship and influence of factors like gender, age, intelligence, motivation, religion, and stream of education influence the levels of global awareness. The findings significantly point to the need for raising global awareness among student-teachers. Student teachers in the study showed moderate willingness and interest in Global citizenship but relatively low on self-efficacy towards education for global citizenship.

Introduction:

Education for global awareness and global citizenship in an interdependent world is no more a matter of options it is an essential and basic foundation. A lot of our attitude depends on awareness. Global awareness is the springboard for creating a global outlook and at the same time awareness not followed by training to develop a global perspective and create global citizens would seem an incomplete package.

Addressing teacher preparedness and teacher training in this direction is a necessity of the times. Colleges of Education and general Education courses will have to develop and disseminate knowledge and awareness in this direction. There is a dire need for a kind of education that emphasizes global awareness and global citizenship to create world of individuals committed to sustainable development and social justice for all.

Methodology

The present study is descriptive of the comparative and correlational type. This study was conducted in Mumbai, India. The participants were student teachers in the study from 13 colleges of Education in Greater Mumbai (N=814) affiliated to the University of Mumbai. The purpose

of the study was to find the level of global awareness among student teachers and also to understand if factors like gender, age, intelligence, motivation, religion, stream of education influence the levels of global awareness. A part of the study also aimed at understanding the student teachers' notions of the term Global citizenship and their perspective on the need for teachers and schools to be abreast with the concept and this was analyzed qualitatively. The stratified random sampling method was used to draw a representative sample.

Objectives of the Study:

- 1. To study the awareness of global awareness among student teachers.
- 2. To compare the global awareness among student teachers on the basis of age, educational status, gender, intelligence, motivation, religion and stream of education.
- 3. To ascertain the relationship between intelligence and global awareness among student teachers.
- 4. To study the motivation towards Education for Global Citizenship (Global Citizenship Education) among student teachers.
- 5. To ascertain the relationship between motivation towards education for global citizenship and global awareness among student teachers.
- 6.To understand student teachers notions about the terms Global issues and Global citizenship.
- 7. To suggest a program for Global Citizenship in Teacher Education.

Hypotheses of the Study

- 1. There is no significant difference in the global awareness of student teachers with respect to age (21-30 and 31 and above)
- 2. There is no significant difference in the global awareness of student teachers with respect to their educational status (Graduate, Post graduate).

- 3. There is no significant difference in the global awareness of student teachers with respect to their gender. (Male, Female).
- 4. There is no significant difference in the global awareness of student teachers with respect to their intelligence (High. Low, Average).
- 5. There is no significant difference in the global awareness of student teachers with respect to their Motivation (High. Low, Average).
- 6.There is no significant difference in the global awareness of student teachers with respect to their religion (Hindu, Muslim, Christian, others).
- 7. There is no significant difference in the global awareness of student teachers with respect to their stream of education (Arts, Commerce, and Science).
- 8. There is no significant relationship between global awareness of student teachers and their intelligence.
- 9. There is no significant relationship between global awareness of student teachers and their motivation towards Education for Global Citizenship.

Research Questions Addressed in the Study

- 1. What understanding do student teachers have of the term 'global issue?'
- 2. What understanding do student teachers have of the term 'global citizenship?
- 3. Which are the global issues that student-teachers are most concerned about?
- 4. Do student teachers think it is important for teachers to be aware of global issues and why do they think so?
- 5. Do student teachers think it is important for schools to sensitize students to global issues and why do they think so?
- 6. What resources do student teachers use to become globally aware?

7. Which competencies do studentteachers perceive as important for training in global citizenship education?

Tools of Research

Four major tools were used to gather data for the quantitative analysis of this study. And one tool in the form of a questionnaire with open ended as well as closed ended questions was qualitatively analyzed. The tools administered in the study are as follows:

- a. A ready made standardized test referred to as the Global Awareness Profile (GAP) by *J. Nathan Corbitt* (2005) was used to measure Global awareness.
- b. A ready made standardized reasoning test known as *Nafde's* Non-verbal Test of Intelligence (NVTI) was used to measure intelligence. (non-verbal).
- c. A researcher constructed tool to measure Motivation towards Global Citizenship Education (MTGCE) was used after its reliability and validity was established.
- d.A researcher constructed questionnaire with both open ended and closed ended questions was administered to gather data on significant research questions related to the study after validation and dry run.

Techniques Used

Descriptive and inferential analysis was done. Part of the research involved qualitative analysis. For descriptive analysis the data was analyzed by computing the mean, median, mode, range, standard deviation, Skewness, kurtosis. For inferential analysis, the data was analyzed using appropriate statistical techniques. The t-test, the one way analysis of variance- ANOVA and the Games Howell test for Multiple Comparisons was computed. For Simple correlation, Pearson's 'r' was computed to ascertain relationship between variables. Qualitative analysis for a part of the data was done based on the theme analysis approach to identify emerging topics and recurring patterns. Results were computed with quasi statistics - simple percentages. Findings were corroborated with the related literature, the conceptual framework of this study and prior research.

Main Findings Of The Study: (a). Global Awareness Levels

The global awareness scores indicates a large majority of student teachers (70.5%) have moderate global awareness. 15.1 % posses high global awareness and 14.4 % possess low global awareness. The mean for the total sample on the Global Awareness' Profile (GAP test) was calculated as 37.13 and the standard deviation as 9.36. There are no comparable norms for the Global Awareness test (GAP test) as yet for student teachers or teachers as a population. If we consider the obtained mean as the standard cut off, one can probably say that majority student teachers in this study have moderate global awareness. However, considering that in actuality the GAP test has the possibility of scoring 120 as the maximum score, the obtained mean score is far less than fifty percent which indicates low Global awareness.

Also in Corbitt's study of the GAP test in the United States on school students and teachers (age range 13-66), the mean average score is 70.30. Further, research findings in quite a few studies indicate a general low global awareness among teachers and student teachers in many parts of the world.

The mean global awareness scores among student teachers of total sample in the different subject areas indicates that student teachers possess a relatively higher Global awareness in the subject area- Environment and Religion followed by subject areas Geography and Cultural followed by Social. The scores are relatively low in subject areas political and global. See graph below 1.
Fig.1

Bar Graph For Comparison of Mean scores of Global Awareness in the Different Context (Subject) Areas for



The bar graph above Fig. 2 above compares the mean global awareness scores among student teachers of total sample for the different geographical regions of the world. The graph depicts that student teachers possess a relatively higher global awareness of the Asia region followed by Middle East. This is followed by South America, North America and Africa. The least global awareness was for the region Europe.

Fig. 2

Bar Graph for Comparison of Mean Scores of Global Awareness in the Different Geographical Regions for Total



(b). Global Awareness Based On Motivation.

A significant difference was found in the global awareness of student teachers

from different levels of motivation towards global citizenship education. The 't' value corroborated with the Games Howell's Multiple Comparison test indicates that the High Motivated Group (HMG) and the Average or moderately Motivated group (AMG) possess greater global awareness than the low Motivated group (LMG). Further the Pearson's 'r' correlation test result in this study indicates there is a positive but negligible correlation between global awareness and motivation towards global citizenship education.

For all the comparisons the't' test was computed and corroborated with the Games Howell's test of Multiple Comparison.

(c). Global Awareness Based On Intelligence (Non-Verbal)

A significant difference was found in the global awareness of student teachers from different levels of intelligence. The Pearson's r test used in the study indicates there is a Positive but negligible correlation between Intelligence (nonverbal) and Global Awareness.

(d). Global Awareness Based On Age

A significant difference for global awareness scores between the two age groups (21-30) and (31 and above). Mean scores indicate that the older age group i.e. (31 and above) possesses higher global awareness than the (21-30) age group.

(e). Difference In Global Awareness Based On Educational Status (Graduate And Post Graduate)

There was no significant difference for global awareness scores between graduates and post graduates.

(f). Difference In Global Awareness Based On Gender

A significant difference in the global awareness was found between male and female student teachers. Female teachers did significantly better on the global awareness test.

(g). Global Awareness Based On Religion

A significant difference in the global awareness scores between student

teachers from different religious backgrounds. (Hindu, Christian, Islam). No other comparisons were significant. The mean scores indicate that the Christian and Islam students had higher global awareness than Hindu student teachers.

(h). Global Awareness Based On Streams Of Education (Arts, Science, And Commerce)

A significant difference in the global awareness scores between the Arts, Science and Commerce group. No other comparisons were significant. The mean scores indicate that the Commerce and the Science group have higher global awareness than the Arts group.

Findings emerging from qualitative analysis

• Understanding of the term global issues:

A large majority of respondents in the study (student teachers) seemed to have a fairly good understanding of the term global issues. The important point here is that student teachers could see global issues as world events that have a significant impact on everyone

• Three most important issues student teachers were concerned about

The respondents (student teachers) feel strongly concerned about a number of global issues. However, the three most important global issues that respondents felt strongly concerned about according to this survey are Global warming, Terrorism and War. This finding corroborates with many other studies related to the same concern.

• Need for teachers to be globally aware.

100% of the respondents felt it was necessary for teachers to know and be globally aware. The finding suggest that student teachers for different reasons are positive to the idea of teachers enhancing their knowledge of global issues and think it is necessary for teachers to update themselves.

• Understanding of the term Global citizenship

50% of the respondents appear to be to play safe and keep to the basic terms given in the question. For instance they would say global citizenship means the citizen of the world generally sticking to literal meanings. This could probably because they are not familiar with the term and its meaning. The other half of the responses seemed to corroborate with general definitions of global citizenship i.e. Active citizens of the world, Citizens with caring attitudes for world problems etc.

• School as the place for sensitizing children to global issues

100% student teachers feel that school is the place to sensitize students to increase global awareness and understanding of global issues Overall the responses emphasize that student teachers agree that young children should be sensitized to global issues in schools as they are future citizens of their country and the world and also the future solution finders. This reasoning is in tune with other research studies which also that indicate that teachers and teacher trainees feel that schools are indeed the place to begin education on global issues and citizenship.

Preferred ways to enhance global awareness

The preference is still with print media followed by preference for online resources and social networking sites. A substantial number of student teachers said they would equip themselves through internet and formal training through seminars, workshops, formal courses.. However, travel as a means to become globally aware does not seemingly appear to be very popular option for the student teachers. • Competencies that student teachers think are very important for global citizenship:

The top three competencies preferred by student teachers to develop themselves are as

- 1. Sound knowledge of global and controversial issues
- 2. Learning to integrate themes of global citizenship with the school subjects
- 3. Skills of democratic and participatory approaches to encourage children to hold their view points.

Implications of the study:

The findings of the study will allow comparisons in the global awareness of student teachers, across countries and help to develop norms for Global Awareness in future.

The study throws light on the current knowledge base of student teachers towards global issues and the motivation towards education for global citizenship among student teachers in greater Mumbai. The results of the study significantly point to the need for developing a consensus on the importance of global awareness in teacher preparation and help as a decisive factor to make policy changes in the curricula and syllabus for teacher education to meet the needs of the globalized world. Making changes particularly in our graduate and post graduate courses. These findings point to the need for measuring Global awareness and the GAP test seems to be fairly robust tool to measure the same. The findings suggest that definite inputs for global awareness would need to be given to student teachers in order to equip them to prepare young children for this world of increasing complexity.

It is now important to test global awareness levels across different groups of students. It would be interesting to find the global awareness of students opting for engineering, Medicine, law etc.

The qualitative aspects of the study helped to understand the key global issues that student-teachers are concerned about. This can aid in curriculum and syllabus planning. Content related to the global issues should be addressed in the B.Ed course. The competencies that student teachers value as stake holders for their training should be included in the teacher education curriculum.

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Study on Global Awareness and Motivation......by **Dr.Usha Rao & Dr. Jayashree Inbaraj**

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Environmental Studies and Global Peace

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Key Words : Environmental Studies, Global Peace

Abstract

Peace is a spiritual aspect and is state of mind according to the Indian Philosophy. Indians are always have been liberal and treated the world as their own family i.e. 'Vasudhaiva-Kutumbakam'. So the Indians always had impactful, rich and helpful values towards family environment, society, nation & the world. Destruction of physical environment has risen up the global problems like shortage of water, global warming, control of nuclear proliferation, explosion of population, food related problems, dominance, revenge taking tendency, huge gap between rich & poor, competition at world-wide level etc. So the present need of human life and the whole world is to develop global peace and for that everybody must know, what is peace? And why it is needed? .

Introduction

According to Dr. Karan Singh there are four pillars of learning for the 'learning-community' in contemporary situation.The four pillars of learning are:-1. *Gyana* (To know)- To develop capacity for learning, to update the recent knowledge, and to compare with the whole world.

2. *Karma* (Learning For Doing)- It means Karma Yoga. Getting and gaining more and more knowledge is not enough until and unless one cannot become able to contribute for the family, towards building a strong nation and reconstruct a peaceful society. Knowing something without practical knowledge is just like Body without Soul.

3. Vasudhaiva Kutumbakam To live together)- which means- Let us work

together, think together, achieve together, keeping no hatred between each other. This is the essence of our culture and all religions. But unfortunately the ideologies today are spreading various confirmations around the world, which will destroy the global and emerging society and environment.

From ancient time till the 21st century Indian culture never says, "This is mine and that is yours". Indians are and always have been liberal and treated the world as their own family i.e. 'Vasudhaiva-Kutumbakam'. So the Indians and India always had impactful, rich and helpful values towards family environment, society, nation & the world. They use to respect and worship their elders, teachers, nature, society, equally as God. We have many rich and

healthful rituals, traditions, customs, vrat(fasts) and vaikalya, sanskars etc. , having the power to turn the child into a perfect man, carrying responsibilities and duties for their families, and also for the society. Therefore they use to have a calm and peaceful life.

4. Holistic and Balanced Development (Learning for to be)- This pillar tells us. "What is our personality?", to know that, "What I am?", "What is the purpose of my life?", in short according to Karan Singh-Learning for Holistic Development i.e. for developing balanced and integrated personality. This means personality with physical, intellectual, emotional, social, moral and spiritual power contributes for building and integrated personality.

If we take a deep view over the present scenario of our educational system, we will observe that only the first two pillars are erecting at their highest level but with the remaining two i.e. 'Learning to Live Together & Learning for to be' are totally neglected and avoided from our education system as well as from human life. These two pillars teach us to be a perfect human-being of highest level i.e. to become Narayan from Nar.

Negligence and avoidance of these aims have given birth to so many worldwide problems which are called the global problems. Destruction of physical environment has risen up the global problems like shortage of water, global warming, control of nuclear proliferation, explosion of population, food related problems, dominance, revenge taking tendency, huge gap between rich & poor, competition at world-wide level etc. So the present need of human life and the whole world is to develop global peace and for that everybody must know, what is peace? And why it is needed? .

Concept of Peace:

Peace has a spiritual aspect relating to the Indian culture, it means self-

analysis and intense spiritual practice. The concept of peace has so many interpretations ranging from as simple as, absence of conflict or war to, as complex as, the ability to cope with it. Peace is also associated with the peace of mind or inner peace throughout the ages.

Lord *Buddha* propounded that the peace is a state of mind, mind is the forerunner of all the things. According to socialist perspective, they emphasized on equal distribution of wealth. Private property is the social evil and violence. The peace is absence of structural violence.

Mahatma Gandhi has given broader but very simple concept of peace. He described violence to explain peace. According to him violence is exploitation, imbalance, unjust and conflict in following areas:-

1. Economic (Rich-Poor).

2. Social (High-Low).

3. Political, for, by and in nation by nation, individual by individual, women by men, system by system, man by machine. Now we can add one more area which is developed by the human itself is, exploitation of nature and its source by human-beings. The opposite of violence is non-violence. It includes eight components-Peace, Equality, Fearlessness, Humility, Love, Self-control, Truth and Tolerance. These components are inter-related and peace appears to be salient attribute of non-violence. Mahatma Gandhi had seen a dream of a non-violent society, not only in India but in the world. He thinks that education is the best means for achieving peace. So at global level UNESCO, for the 21st

century, has propounded the principle of learning to live together. This principle reflects the Gandhian concept of peace. The concept of peace therefore includes:-1.Absence of tensions, conflicts and wars. 2.Non-violent social system which means

a society without structural violence.

3. Absence of exploitation & understanding.

4.Ecological balance & conservation.5.Peace of mind.

So peace can be described as a style of life, mental attitude, a state of equilibrium. It is a feeling of internal wellbeing and good will towards others.

To develop an everlasting peace of mind, it is necessary that each & every individual must develop the ability to introspect himself/herself, harmonize thoughts, develop positive intrinsic motives, watching our words and actions, keeping pure thoughts & feelings. All these features can bring peace from within. Hence the concept of peace is very comprehensive and compiles (encompasses) a number of values.

A Regional Conference of Asia-Pacific Network for International Education and Value Education (APNIEVE 1995) has identified the seven core values given below:-

1. Love, 2. Compassion, 3. Harmony, 4. Tolerance, 5. Caring & Sharing, 6. Interdependence, 7. Spirituality.

UNESCO conference on teacher's education for peace and International understanding, held at Tokyo, Japan (1999), also identified ten crore values of teacher education, namely:-

1. Human Rights and Responsibilities.

2. Mutual Understanding.

3.Democracy.

4.Tolerance.

5.Inner Peace & Harmony.

6.Human Dignity.

7.Sustainable Development.

8.International Co-operation.

9.Sharing & Caring.

10.Justice in all aspect of life and appreciation of diversity.

This concept of peace is not new for Indian culture. According to it, to get inner peace the spiritual values are most important, which can be achieved through proper education. Education which tells and give the knowledge of the creator, environment, human being and behavioural style, accordingly used to help acquiring the spiritual values.

Need of Global Peace

If we take a look over the contemporary world, we will find that there is a kingdom of science and technology all covering it. Not only the human life but the whole environment is affected by science and technology. It has also influenced the present education system. Most of, and maximum disciplinaries are developed at school and higher level education in the field of science and technology. Even all social sciences like, political science, economics. geography, human relationships etc. are studied in the style of science and technology. As we know that it provides the knowledge of universe, environment and its sources. Also it has taught how to acquire and use them. This fact has made the life of a human very much luxurious and full of comfort. The result of this is that our education system had become very cognitive and co native. The cognitive area has jumped over directly to co native area by lapsing the effective domain. The humans started to think that they can explain and conquer environment, so they started exploiting it and its sources(land, water, minerals, forest etc.). They tried to control the nature and natural phenomenon, so the outcome was that, they destroyed the nature and they themselves got disinherited from it. As destruction and exploitation of nature and environment, family environment, social environment, cultural environment, International understanding, global peace etc., gets affected very badly.

The family communities, social, along with moral, religious, political, economic, geographical crisis and struggle has emerged at the global level. These crisis and struggles have affected the human

life and its environment and so the global peace. All the virtues, values and morals have disappeared from its life. The human life has become too much unstable, stressful, full of tension, immoral and without inner peace. So there is an urgent need of global peace and for this, environment education is the most effective as well as advantageous mean, and only through this we can attain the aim of education i.e. - learning to live together, as suggested by UNESCO for global peace. Because it does not only studies the environment but also deals with all the aspects of physical and nonphysical environment. It describes and interprets the mutual; relationships and interdependence of the earth and the universe, the creatures and the creator. **Environmental Studies**

Earth is like mother for Indians, the Sun is similar to a father and the wind, rain, forests etc. are like super powers. All these mighty powers, nurture and nourish the human. Therefore in Indian culture, there are many customs, rituals, festivals and many other occasions at which the whole environment (nature) is worshipped and the gratitude is paid towards it. Before the development of science & technology, these mighty powers use to be a mystery & a puzzle for human-beings. But after its development, people realized that they could easily explain and conquer the nature i.e. the environment. So they tried to do so, but the outcome was that they disturbed it, destroyed it and disinherited themselves from it.

They have forgotten that in nature there are neither rewards nor punishments, but there are serious consequences, which we are experiencing daily, that are responsible for disinheriting not only the human species but the whole world. So it's high time now to :- *"Think Globally and Act Locally"*. And for this job, environmental studies are only helpful. As it studies the relationship of human-being with its natural and man-made surroundings. It also includes the relation of population, pollution, resources allocation & depletion, conservation, transportation, technology and urban & rural planning with the total human environment.

The International Union for the Conservation of Nature and Natural Resources Commission of Education has remarked that- "Environmental education is the process of recognizing values and clarifying concepts, in order to develop the skill and attitude necessary to understand and appreciate the inter-relation among the people, their culture and their biophysical surroundings. An environmental study also contains practice in decisionmaking and self formulation of a code of behaviour about issues concerning environmental quality".

Thus the environmental studies cover the vast area of academic field, describing the human interaction with the environment. It is a broad interdisciplinary field of study that includes the natural environment, artificial environment and the sets of relationship between them.

While distinct from ecology and environmental science, the discipline encompasses study, in the basic principles of those two fields of learning as well as the associated subjects, such as:- policy, politics, law economics, sociology and other social aspects, planning, pollution control, natural resources and interactions between human and nature. Hence the subject is not different from other subjects but can say, the total sum of all the subjects that summarizes the aspects of the world, the earth and the universe. By studying these aspects one is able to achieve the following goals of environmental studies:-1. To increase understanding of how the

world works as a bio-physical system.

- 2. To foster the awareness of the earth's vital signs.
- 3. To sharpen the ability of students for understanding the nature and results of science.
- 4.To encourage the critical understanding of various historical, political, economic, ethical and religious forces that have shaped and are continuing to shape our world.
- 5. To nurture an ecological frame of mind, which is willing and able to see things as a whole and thus resist the specialization that can make us blind to the connections between disciplines and bodies of knowledge.
- 6. To cultivate people who have sufficient knowledge, care and practical competence to live in an ecological responsible way.
- 7. To provide opportunities for students to explore the connections between environmental issues and different religious and philosophical traditions and to encourage students of all caste/ religion to reflect on their faith and its vision of shalom (peace).

Environmental Studies as Impatful Tool For Global Peace

The environmental studies can be most powerful and effective tool to develop global peace. The only need is to evaluate in what way it has been treated and what is the attitude of teachers, pupils and parents towards it? .As discussed earlier. environmental studies have been included as an academic subject at primary level, according to the new policy of education (NPE,1986). So it is treated as an academic subject and is taught by traditional methods. The attitude of parents and pupil is same as it was before. They think that it is a subject of arts and is not much of importance like mathematics and science, so it is neglected harshly by all. At secondary and higher level of education, environmental studies are included as an additional and extra-curricular activity. Hence it is taken in just formal and casual way, having no academic value.

This attitude towards environmental studies reflects the attraction and influence of science and technology on human life. Each and every act of human being is conducted and controlled by scientific and technological equipments. This fact has brought an increasing competition, disagreement, racial and religious discrimination and hatred at global level. All these factors further resulted into disorder, struggle and strife, violence, aggression in family, society, nation and the world. To avoid the destruction of the world and to bring global peace, some innovations are needed to renovate the environmental education in and outside of the classroom, at all levels of education. At present, the methodology of all subjects has the impact of modern technology. The sources of knowledge for all, even children at primary level are computer, internet, radio, television, mobile etc. And these sources are widening the gap between the children and their real environment (family, social, natural). Hence to renovate the methods of environmental study, it is the demand of situation to recall and adopt the styles of teaching and living used in Vedic period. "Learning the nature, by being with nature", based on this principle some activities and suggestions are given below for effective learning of environmental studies :-

1) The curriculum of environmental studies should make compulsory and academic subject at school as well as higher education level. Ancient, medieval and modern Indian philosophy should be introduced at secondary and higher level. Because it connects and inter-relates the animate and inanimate environment at effective level. It tells us that human beings are made by the combination of elements of the

environment (panch mahabhoot i.e. either air, land, fire, water and earth). This will help the individual to remain close to environment for ever.

- 2) The ancient Indian philosophy should be co-related with modern knowledge of science and technology and mathematics, as the roots of these can be found in it.
- 3) The main principles and reasons of Indian culture, sanskar, festivals, rituals, and customs can be included in environmental study as all of them have family, societal and environmental values.
- 4) As some philosophers like Sri Aurobindo Ghosh, Swami Vivekanand, Abdul. J. Kalam etc. have tried to corelate western and eastern philosophy and culture. So students at higher level should be encouraged to think at global level and to understand the world. For these international, national, interstate tours, conferences, seminars can be organized.
- 5) To develop strong bonds and to understand relationship among the human-beings, activities like parentsday, parent's involvement in cultural activities and annual functions, in celebration of some major festivals like Diwali, Eid, Christmas etc. can be carried out.
- 6) To inculcate the environmental values, the following activities should be included in the curriculum accordingly:-

a) The celebration of :- World Environment Day, World Earth Day, World Water Day etc. b) The celebration of festivals on which plants and animals are worshipped like :-

Vat Savitri Purnima (Banyan Tree), Dasha Mata Vrat(Peepal Tree), Nag-Panchami(Snakes), · V a s u - B a a r a s (Cattles), Hartalika (all seasonal plants).

The logical cultural and scientific reason should be explained

simultaneously. Such activities will be helpful to give environmental education through the environment itself.

7) For teaching environmental studies teacher should use various teaching methods and conduct various cocurricular activities which encourages people to work together, as a team, in a group, with the classmates, with other members of school community, family and neighbour-hood.

The methods are:-

- a) Project Method.
- b) Co-operative Education.
- c) Group Discussion.
- d) Field Work.
- e) Excursion.
- f) Brain-Storming issues.
- g) Games and Sports.
- h) Dramatics and Literary activities.
- i) Social services camp.

Through such methods and activities, we can teach the children, to deal with conflicts in a just-full and peaceful way, have feeling of sharing, to respect others, have proper understanding, know the feeling of sacrifice and brotherhood. These qualities among the children will be very helpful to make them rise above their self. And this will help them to develop a strong and emotional bond between –

- 1. Man & Man.
- 2. Man & Society.
- 3. Man & Nature.
- 4. Nature & Man & Society.
- 5. Man & The World.

Such bonding can be cultivated through environment study which will help the world to rise in a harmonious and peaceful manner.

Conclusion

Various school subjects- languages, science, mathematics, social-sciences along with environmental studies are taught up to the secondary level. Among these only few subjects like, maths, science and language (English) are taken and taught seriously & sincerely. Social sciences, environmental studies and many others are totally neglected by everyone (parents, teachers etc.). They don't have the status and importance as other subjects have.

Our present education system is unable to develop proper social skills, social awareness, social responsibilities, social cohesion, to develop emotional bond with the environment (physical & human), among the children. This has brought up, loads of Global crisis in the world. This Global crisis has disturbed the Global peace, and to get that again-social sciences and environmental studies can be used as a powerful & effective tool at secondary and higher education level. So the ways given above should be adopted and implemented for teaching the subject so that the relevance, status and utility of these subjects can be gained & preserved up to the mark. This will definitely help us to accomplish the desired goals as per suggested by Dr. Karan Singh- Learning to live together & Learning for to be.

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**Alka Jagtap*: Asstt. Prof., BCG Shiksha Mahavidyalaya, Dewas. Madhya Pradesh. Email : jvish14@gmail.com Development of Higher Secondary Level......by Dr.Pushpalata Sharma & Shweta Bhatia 111



Development of Higher Secondary Level Commerce Achievement Test

Dr. Pushpalata Sharma * & Shweta Bhatia **

Key Words : Commerce, Commerce Achievement Test

<u>Abstract</u>

The purpose of this study was to develop and standardize a commerce achievement test (CAT) for higher secondary level students of commerce. The validity of the test was established from expert's opinion on each item and a pilot test was conducted on the initial poll of items to establish a preliminary version of commerce achievement test for further refinement and evaluation in the formal study. This study is focused on the necessity of constructing and using Standardized commerce achievement test for students of commerce. This study discussed the qualities which a good test should have namely validity and reliability.

Introduction

The goal of higher secondary education enables to support high quality learning as preparing individual students to prefer programs that suit their skills, aptitude and interests. The higher secondary curriculum is the combination with a broader assortment of learning options (Science, Commerce and Humanities streams) outside traditional classroom instruction will permit students to better customize their high school education and improve their prospects for success in school and daily life.

The commerce education program will build a strong foundation for those who wish to move on further study and training in specialized areas such as

management, international business, marketing, accounting, information and communication technology or entrepreneurship. It will also provide practical skills for those who wish to move directly to the workplace. Engaging in the world of business involves studying individuals, communities and organizations; assessing their needs and problems and generating solutions. Business studies and accounting draw upon facts, concepts and process derived from inter connection of other disciplines like marketing and communication; accounting and mathematics; entrepreneurial studies and technology; international business and world studies; management and studies of society and human nature.

The fundamental purpose of a good commerce curriculum provides students with the knowledge, skills and attitudes necessary to achieve success in daily life. These goals can be achieved in a concrete and practical context through real-world learning activities that combine the activities that combine the acquisition and application of knowledge and skills.

The modern civilization is a commercial civilization and thus the wonderful achievements of commerce have glorified the modern world. A citizen of modern world sees the countless manifestation of commerce all around him. Commerce has shrunk the world and totally changed the human outlook. In fact, commerce now has an all-pervading influence on every sphere of human Every advancement activity. in commerce depends on our understanding of nature but nothing can be comparable to the commercial revolution in its impact on man's development and outlook.

Importance of Commerce

Commerce, as a teaching subject, possesses various values such as intellectual values, utilitarian values, cultural values, moral values, and aesthetic values. Considering the subject from this point of view, commerce is the most inexhaustible storehouse of knowledge. It opens new horizons of knowledge everyday and is continuously adding to the cultural heritage of making the ever increasing new knowledge, new explorations and new ideas. It makes man aware of the vastness of the unknowable in the universe. Commerce develops insights in to the expanding universe of knowledge and mysteries of creation and existence, which have always attracted the attention of man since the dawn of civilization. Besides satisfying the intellectual curiosity of man and providing materials and media

for intellectual exercise, Commerce has disciplinary effect on the minds of man. Since commerce covers the widest range of knowledge, the learner wonders at the intricacies and mysteries of the universe, the known and the unknown. These tend to create a broader outlook in the mind of the learner.

Commerce has made a tremendous impact on the cultural life of the present day society, which is a product of commerce. The thinking, feeling and actions of a modern man are practically guided by the effects of commerce. The study of commerce brings behavioural change in the learner and enriches his character and personality. Commerce gives opportunity for creative thinking and constructive imagination. Further, commerce is a subject where ideas can be experimented upon and verified. The learner develops the habits of searching for the truth (profit). These qualities affect the pattern of behavior of the learner. The significant aspect of commerce is that whatever the student learns has immediate application in the world around him and this is educationally very sound.

Commerce Achievement Test

Commerce is the whole system of an economy that constitutes an environment for business. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country. Thus, commerce is a system or an environment that effects the business prospects of an economy or a nation-state. It can also be defined as a component of business which includes all activities, junctions and institutions involved in transferring goods from producers to consumers. The following subjects fall under the commerce:- Accountancy, Economics, Business Studies, Commercial law, Finance, Advertising, Marketing, Industry, Eco-Commerce, Trade, Agriculture etc (Wikipedia -2013).

II. Selection and Construction of Item for Preliminary Draft of Commerce Achievement Test.

After Commerce was defined, the item for the preliminary draft were to be constructed. Two approaches are used commonly for constructing items for a tool. First approach is to select the item from relevant available literature and day to day experience while the second approach involves construction of items with the help of students, teachers and experts. The items related to the commerce was collected from four books of C. G. Board namely:

• Book-Keeping and Accountancy, Chhattisgarh Pathya Pustak Nigam, Prof. R. K. Gupta & Dr. Tapesh Chandra Gupta.

• Book keeping and Accountancy, Yougbodh Prakashan, Prof. U. S. Paliwal.

• Applied Economics and Commercial Geography, Yougbodh Prakashan, Gautam Raha & K.K.Singh.

• Elements of Commerce and Management, Yougbodh Prakashan, Manish Goverdhan & K. K. Singh.

Preparation of First Draft

About 120 items were collected and constructed. Experts keeping in view the three subjects of commerce namely Book-Keeping and Accountancy, Applied Economics and Commercial Geography & Business Study to be assessed screened items. Fourteen items were dropped as a result of the suggestion provided by the experts on the grounds of easiness, repetition or overlapping of items. Thus, the preliminary draft of the tool included hundred and six items.

Second Draft of The CAT and its Tryout.

On the basis of the analysis of the result of the first tryout some items were rejected and some others were modified. Thus, the second draft containing 100 items were obtained. It was then administered on 30 students in real testing condition. Again some of the item containing difficult wards were removed.

Third Draft of the CAT and its Tryout.

It contained 92 items. The statements formed multiple choice questions with four possible answers. This draft was finally edited and printed. The response sheet (Text booklet) was made easier for the responded (Subject) to answer. The personal information of the subject as name of the student, name of the school, class, age, sex, instructions were written at the front page of the text booklet (Test).

Final Tryout of CAT.

A randomly selected sample of 90 Students of class XI for administering the final draft of the developed CAT was draw from the universe of the various higher secondary schools of Durg district; is presented in the table no 1. Three schools were selected randomly, these schools are Maharshi Dayanand Arya Samaj School, Sec. 6, Bhilai, B.S.P. Higher Secondary School, Sec-6, Bhilai and Government Higher Secondary School Maroda. Bhilai selected for administration of the commerce achievement test.

Sample on which the developed scale was administered for final tryout is shown in table no. 1

Table 1					
Sample	for	the	final	tryout	

Name of School	Male	Female	Total
Maharshi Dayanand			
Arya Samaj School,			
Bhilai	14	16	30
B.S.P.Hr. Sec.School			
Sec-6, Bhilai	18	12	30
Govt. Hr. Sec.School			
Bhilai	15	15	30
Total	47	43	90

Administration of the Draft.

After preparing the final draft and selecting the sample for standardization, the third draft was administered on the selected sample of ninety students. The procedure of administration started with

the Maharshi Dayanand Arya Samaj School, Sec-6, Bhilai. One test booklet was provided to each student. The students were first informed that the purpose of this test was to construct a test for achievement in commerce and this test would not influence their academic result in any way.

They were further assured that their scores would be kept, confidential. The more informal atmosphere was created to develop interest and enthusiastic among the students. The students were asked to read quietly the directions provided on the first page of the text booklet regarding the procedure to be followed to answer the statement and clarify all sorts of doubts regarding the answering pattern, before answering to a particular item or even in between any set of items wherever they felt the need of doing so. The Student then started responding to the test.

They solved the test individually and under the continuous invigilation of the investigator. The same procedure was adopted for administration of the test separately on the rest of the schools.

Item Analysis

Item Analysis was carried out with an objective to take a decision regarding retention and rejection of items for the final draft. In this process the investigator analyzed item characteristics in the numerical forms. Some of these methods are highly restricted to their applicability while others can be used almost universally. Infect, the variation in the item validity data from sample to sample is generally greater than that among different methods. For this reason, the choice of the method of item analysis was based upon the amount of labor required and the availability of the specific computation deices keeping this in mind the investigator applied discriminating power as an viable mode of item analysis. The answer sheets so obtained were then

scored manually and were arranged in ascending order i.e. from lowest to highest total score obtained. Thereafter a lower group and an upper group were indentified separately. The upper group is the highest scoring 27% of the group while the lower group was an equal number of the lowest scoring 27% of the total group. Then for each item, the students who attempted correctly in upper group and of those who attempted the item correctly in lower group were computed separately. On the basis of these difficulties index and discrimination index were further computed. The investigator calculated difficulty index and discrimination index for each of the ninety items.

Discriminative Value of Items

Now the marks of above 90 Students were arranged in descending order of their performance. The students getting highest marks was ranked first, the Student getting next higher marks was ranked second and so on. In this way the student getting lowest marks was ranked 90th. Now these students were classified into three groups. The first group consisted of top 24 students (higher group) which consisted of 27% of the top total students.

The second group consisted of next 42 students, which formed middle 46% of the total students. The third group consisted of remaining 24 students (Lower group), which formed the bottom 27% of the total student. In order to find the discriminative value of various items two groups higher and lower consisting of 27% and bottom 27% of students were compared.

Scoring

Scoring Scheme was very simple. The scoring is done with the help of the scoring key. When a response of an item given by the tested tallies with the response of item given in the scoring key, it's given a score of 1 (one). In case, the Development of Higher Secondary Level......by Dr.Pushpalata Sharma & Shweta Bhatia

response given by the tested does not tally i. with the responses given in the scoring it key, a score of 0 (Zero) is awarded. ii.

Final Form of the Test

For retaining the items on the basis of the discrimination index, an index for each item was fixed up. Item having the discrimination index of above were retained in the final form of the test. Thus only 75 items were selected for the final form of the test.

Reliability

Test-rest reliability method was applied found to be the most suitable for the Achievement test in commerce. As achievement test being heterogeneous and test items having been arranged logically, the two halves could not have been identical (Gakhar and Gulati, 1995). Test retest was assessed in term of consistency of scores from two administrations of test over a time gap of 15 days.

The reliability of the achievement test was conducted over a sample of 30 students. The second administration of the test was given after 15 days. The product moment co-efficient of correlation for the two scores were computed. The coefficient correlation between two test scores was found to be .73. This co-efficient of correlation is fairly high, which testifies soundness of the achievement.

Validity

Content validity was established by giving the final form of the test along with scoring key to five subject experts in the field of commerce. As the five experts agreed on their judgments, therefore, this shows the soundness of the achievement test as predictor of success in commerce in the future examination of XI grade.

Details of the Test

Finally seventy five multiple choice test items are included in this educational test which has been divided into three parts. i. Book-Keeping and Accountancy (25 items)

ii.Applied economics (15 items) and commercial Geography (10 items)

iii. Business Studies (25 items)

In this test 75 questions were selected from all chapters of text books of commerce of XI grade. In final part of the test, selected question of all subjects were mixed. The details of the chapter selected in each subject is given below.

1. Book-keeping and Accountancy its chapters are:

- Business Transaction	L -	03 items
- Accounting System	-	03 items
- Journal	-	01 item
-Subsidiary Books	-	03 items
- Cash Book	-	03 items
-Ledger	-	02 items
-Bank Reconciliation		
Statement	-	01 item
-Trial Balance	-	01 item
- Capital and Revenue	-	01 item
-Financial Statement	-	04 items
-Adjustment	-	03 items
Total		25 items

2. Applied Economics and Commercial Geography its chapters are:

-Introduction of

Economics	-	04	items
- Utility	-	04	items
- Theories of population	n-	01	item
- Division of labour	-	02	items
- Average	-	03	items
- Index Number	-	01	item
-Forest resources			
of India	-	01	item
- Trade routes of India	-	02	items
- Major Trade and			
Industrial centre	-	02	items
of India.			
-Economy of			
Chhattisgarh	-	02	items
- Major Parts of India	-	01	item
-Minerals Resources			
of India	-	02	items
Total	25	ite	ems

EDUSEARCH - ISSN : 0976 - 1160 Vol. 5 No. 1 Apr. 2014

-Co-operative

3. Business Studies Its Chapters are:

•	245111055 5144105 115 011	apters are:	ee operative	
	-Trade, Commerce and		organization	-02 items
	Industry	-02 items	-Sectors of Business	
	-Procedure of Internal		organization	-02 items
	Trade	-03 items	-Service sectors and	
	-Types of Internal Trade	-01 item	Trade	-02 items
	-Foreign Trade	-02 items	-Filing, Index and	
	-Types of Business		post – office	-04 items
	organization	-07 items	Total	25 items

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बिलासपुर जिले के शासकीय उच्चतर माध्यमिक विद्यालयों में कार्यरत नियमित शिक्षकों एवं *श्रीमती मंजू यादव*

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(Hindi Section)

बिलासपुर जिले के शासकीय उच्चतर माध्यमिक विद्यालयों में कार्यरत नियमित शिक्षकों एवं शिक्षक पंचायत की कार्य संतुष्टि व उनकी जनतांत्रिक अभिवृत्ति का अध्ययन

श्रीमती मंजू यादव *

Key Words : नियमित शिक्षक, शिक्षक पंचायत, शिक्षक कार्य संतुष्टि, जनतांत्रिक अभिवृत्ति

सारांश

शिक्षा एक स्वाभाविक क्रिया है। किसी भी राष्ट्र की प्रगति उसकी शिक्षा प्रणाली पर निर्भर करती है। देश के भविष्य का निर्माण शिक्षा संस्थाओं में होता है तथा शिक्षण संस्थाओं की सफलता शालाओं में निर्मित वातावरण पर निर्भर करती है। शिक्षक समाज की रीढ़ है अर्थात् विद्यालय एवं समाज में शिक्षक का महत्वपूर्ण स्थान होता है। उसके द्वारा ही समाज की सभ्यता एवं संस्कृति का हस्तांतरण प्रगति एवं उन्नति होती है। व्यक्ति जो अपने कार्य (व्यवसाय) से संतुष्ट है वह अपने जीवन के उच्च आदर्शों द्वारा दूसरों को लाभ पहुंचाता है। विकासशील समाज में कर्मचारियों का उच्चतम व्यवसायिक संतुष्टि होना आवश्यक है। बालक के सर्वांगीण विकास हेतु शिक्षण कार्य जनतंत्रीय आधार पर करना होगा। अतः शिक्षक के कार्य संतुष्टि एवं उनकी जनतांत्रिक अभिवृत्ति का छात्रों पर निश्चित रूप से प्रभाव पड़ता है।

भूमिका -

' शिक्षा स्वस्थ शरीर में स्वस्थ मस्तिष्क का निर्माण करती है।' अरस्तू

शिक्षा एक ऐसी प्रक्रिया है, जो मनुष्य की जन्मजात शक्तियों के सामंजस्यपूर्ण और स्वाभाविक विकास में योग देती है। उसकी वैयक्तिकता का पूर्ण विकास करती है, उसे अपने वातावरण में सामंजस्य स्थापित करने में सहायता देती है। उसे जीवन और नागरिकता के कर्तव्यों और दायित्वों के लिए तैयार करती है और उसके व्यवहार विचार और दृष्टिकोण में ऐसा परिवर्तन करती है, जो समाज दश्ष और विश्व के लिए हितकर होता है।

नीतिशतक में भतृहरि ने कहा है''विद्या विहीन पशुः'' इसी प्रकार ज्ञान मनुजस्य तृतीय नेत्र कहा गया है। 'सा विद्या या मुिक्तये'' कह कर विद्या का लक्ष्य निर्धारित किया गया है। उपनिषद् में ''सत्य ज्ञानं अनन्त ब्रहम'' में कहा गया है :-'शिक्षा कल्पो व्याकरणं तिरूवतं ज्योतिषांगति:/ छन्दो विर्चित्तिरूवेष शड्.कडो उच्यते /

कल्प, व्याकरणः निरूक्तः ज्योतिष, छंद, शंडक, आदि का ज्ञान शिक्षा द्वारा प्राप्त किया जा सकता है अर्थात् शिक्षा की प्रक्रिया द्वारा ही ज्ञान की प्राप्ति होती है।

शिक्षा मनुष्य के विकास की पूर्णता की अभिव्यक्ति है। शिक्षा के द्वारा ही इच्छा शक्ति की धारा पर सार्थक नियन्त्रण स्थापित हो सकता है। शिक्षा के शब्द संग्रह अथवा शब्द समूह की स्मृति में न देखकर विभिन्न शक्तियों के विकास के रूप में देखा जाना चाहिए। शिक्षा से ही व्यक्ति सही रूप में चिन्तन करना सीखता है। शिक्षा स्वयं को पहचानने तथा अपनी शक्तियों को पहचानने की क्षमता का विकास करती है। शिक्षा एक साधन है, जो व्यक्ति के आन्तरिक गुणों को प्रखर करती है, उसमें जो अन्तर्निहित शक्तियाँ हैं, उनको विकसित करती है।

शिक्षक -

रशिक्षक वह मोमबत्ती है जो स्वयं जलकर दूसरों को रोशनी प्रदान करती है/ आचार्य विनोबा भावे

कुलश्रेष्ठ (1997) के अनुसार - शिक्षक का समाज में बहुत महत्वपूर्ण स्थान होता है और भविष्य की उन्नति की सम्भावना काफी सीमा तक शिक्षक के कार्य पर निर्भर करती है। इसलिए अपने और अन्य लोगों के अनुभव के आधार पर उसको भूतकाल को समझना चाहिए और इस काल को भविष्य अन्वेषण और खोज की यात्रा का आधारभूत स्थान बनाना चाहिए। जहाँ से वह बालकों को उस नए भविष्य में ले जायेगा, जिसमें वह उनका मार्गदर्शक और प्रेरणादायक रहेगा।

शिक्षा के किसी कार्यक्रम को सफल बनाने के लिए शिक्षक मुख्य घटक है। शिक्षक शब्द में शिक्षा संस्थाओं के समूह औपचारिक शिक्षा के संलग्न पूर्णकालिक शिक्षक और औपचारिकेत्तर शिक्षक केन्द्रों के शिक्षक सम्मिलित हैं।

वास्तव में माता-पिता के बाद शिक्षक ही वह व्यक्ति है जिसके प्रत्येक शब्द और व्यवहार के प्रत्येक पहलू से विद्यार्थी निर्देश प्राप्त करता है। यदि शिक्षक की असावधानी से विद्यार्थियों में सही समझ एवं मनोवृत्ति विकसित नहीं हो पाई तो एक परिवार ही नहीं अपितु पुरी पीढ़ी दिगभ्रमित हो सकती है।

किसी भी समाज का आधार स्तंभ शिक्षक ही होते हैं, उन्हीं के विवेक कर्तव्यपरायणता, आदर्शोन्मुखता जैसे सद्गुणों से ही समाज का कायाकल्प हो सकता है। यदि शिक्षक वर्ग उदासीन होकर आलसी हो जाए तो समाज शीघ्र ही पत्नोन्मुख हो जाता है। शिक्षकों ने सदैव समाज एवं राष्ट्र के निर्माण में योगदान दिया।

जनतंत्र में शिक्षक का स्थान -

पाण्डेय (1977) के अनुसार - शिक्षा आदान-प्रदान की प्रक्रिया में अध्यापक का प्रमुख स्थान है। लोकतन्त्रात्मक राज्य में उसका महत्व और अधिक बढ़ जाता है। अध्यापक को अपने छात्रों के मध्य अपना स्थान एक मित्र पथ प्रदर्शक तथा समाज सुधारक के रूप में बनाना चाहिए। अन्य शब्दों में, अध्यापक को स्वंय लोकतन्त्रीय तथा सामाजिकता की भावनाओं से ओत-प्रोत होना चाहिए, उसका व्यवहार छात्रों के प्रति नम्र, सहानुभूतिपूर्ण तथा भाई चारे का होना चाहिए।

सिंह (1980) के अनुसार - शिक्षा में जनतंत्रीय सिद्धांतों के प्रयोग का श्रेय प्रसिद्ध शिक्षा शास्त्री *जॉन डीवी* को है। डीवी की पुस्तक जनतंत्र और शिक्षा *प्लेटो* की रिपब्लिक और रूसो की एमील की भांति एक उच्च कोटि का ग्रंथ है। डीवी ने इस बात पर जोर दिया कि जनतंत्र को केवल शासन पद्धति नहीं समझना चाहिये। वस्तुत: जनतंत्र जीवन पद्धति है।

शिक्षक के प्रकार-

छत्तीसगढ़ शासन ने शिक्षकों को दो वर्गों में विभाजित किया है

- 1. नियमित शिक्षक
- 2. शिक्षक पंचायत
- नियमित शिक्षक -

स्कूल शिक्षा विभाग एवं आदिम जाति कल्याण विभाग द्वारा विभिन्न स्तर के कक्षाओं में शिक्षण कार्य के लिए जिन शिक्षकों की नियुक्ति की गई है उन्हें नियमित शिक्षक कहा जाता है।

शिक्षक पंचायत

पंचायत विभाग द्वारा विभिन्न शालाओं में सन् 1994 के उपरांत शिक्षण कार्य हेतु नियुक्त शिक्षक, शिक्षक पंचायत कहलाते हैं। पूर्व में इन्हें शिक्षा कर्मी से सम्बोधित किया जाता था। शिक्षाकर्मी को हमारा आशय शिक्षकों के रिक्त पदों पर कार्य करने वाले युवकों से है। शिक्षाकर्मी योजना का आरंभ राजस्थान के अजमेर जिले के अंतर्गत सिलोरा प्रखण्ड में दूर दराज के क्षेत्रों में शिक्षकों के गैर हाजिरी के चिरकालिक समस्या के निराकरण हेतु 1987 में किया गया था।

शिक्षक का दायित्व -

गुप्ता (1986) के अनुसार - शिक्षक होने के नाते हमें यह समझ लेना बहुत आवष्यक है कि हमारी शिक्षा के प्रति तथा समाज के प्रति क्या जिम्मेदारी है। हमें आशान्वित होकर अपनी जिम्मेदारियों को भलीभांति निभाना चाहिए। शिक्षक अपनी जिम्मेदारियों को निभाकर ही समाज में अपने लिए स्थान प्राप्त कर सकता है और समाज में अपनी प्रतिष्ठा स्थापित कर सकता है।

अध्ययन कक्ष में भारत के भाग का निर्माण करने के लिये शिक्षक अपने कर्तव्यों का निर्वाह तभी कर सकता है जब वह अपने व्यवसाय से संतुष्ट होगा।

कार्य संतुष्टि अध्यापन कारकों का वह आधार है, जो उस व्यक्ति को अपने व्यवसाय की परिस्थितियों एवं कार्य के प्रति इतना अनुराग उत्पन्न कर दे वह प्रारंभ से अपने व्यवसाय के प्रति कर्तव्यनिष्ठ हो जाये। इसी तरह से यह देखा जाता है कि जनतंत्र प्रत्येक मनुष्य की प्रतिष्ठा में विश्वास रखता है। यह विश्वास करता है कि प्रत्येक मनुष्य अत्यन्त महत्वपूर्ण और योग्य है। प्रत्येक मनुष्य को प्रतिष्ठा दिलाना जनतंत्र का लक्ष्य है। बिना धर्म, जाति, वर्ग, लिंग और आर्थिक भेदभाव के यह सभी पर लागू होता है। प्रत्येक मनुष्य को उसकी योग्यता के अनुसार शिक्षा दी जानी चाहिए।

अतः एक कार्य संतुष्ट शिक्षक की जनतांत्रिक अभिवृत्ति क्या होता है। शिक्षा के अंतर्गत अभिवृत्ति जनतांत्रिक अभिवृत्ति को इस प्रकार बताया जा सकता है।

अभिवृत्ति -

थर्स्टर्न (1946) के अनुसार - ''अभिवृत्ति किसी एक मनोवैज्ञानिक विषय के प्रति संबंधित धनात्मक अथवा ऋणात्मक भाव की मात्रा को व्यक्त करती है।''

जनतांत्रिक अभिवृत्ति -

वैलेस (1960) के अनुसार - जनतांत्रिक समाज के विद्यालय में शिक्षकों का स्थान पथ प्रदर्शक, मित्र भाई तथा समाज सुधारक के रूप में होना चाहिए ताकि वह समाज में उचित रूप से वांछित परिवर्तन करने में समर्थ हो सके।

अध्ययन की आवश्यकता एवं महत्व -

वर्तमान में शिक्षा के गिरते स्तर का कारण देश में शिक्षण व्यवसाय शिक्षकों को अपने व्यवसाय का अभाव है। आज किसी भी परिस्थिति में कोई शिक्षक व्यवसाय को तभी चुनता है, जब उसके पास कोई अन्य विकल्प नहीं होता है। विश्व व्यवसाय के प्रति जनसामान्य को यथा हम कह सकते हैं कि ऐसे में शिक्षकों को कार्य संतुष्टि तथा उनके जनतांत्रिक अभिवृत्ति के दुष्टिकोण का अध्ययन आवश्यक है।

पूर्व में *समृद्ध अब्दुल* वर्ष (1998) में शिक्षकों की कार्यसंतुष्टि पर अध्ययन किए और पाए कि उन्मुक्त वातावरण वाले शालाओं में कार्यरत शिक्षकों में व्यवसायिक संतुष्टि अधि ाक होती है। इसी प्रकार *दत्ता, कविता* (1998) में बिलासपुर जिले के प्राथमिक शालाओं में अध्यापनरत् शिक्षकों के व्यवसायिक संतुष्टि एवं कक्षा अध्यापन में जनतांत्रिक अभिवृत्ति का तुलनात्मक अध्ययन किया और पाया कि, शासकीय प्राथमिक विद्यालयों के शिक्षकों के जनतांत्रिक अभिवृत्ति पर लिंग का सार्थक प्रभाव नहीं पडता है। उनके व्यावसायिक संतुष्टि तथा उनके कक्षा अध्यापन में जनतांत्रिक अभिवृत्ति के मध्य कोई सार्थक सहसंबंध नहीं पाया गया।

दीक्षित एम. ए. वर्ष (1986) अध्ययन का विषय कॉमपरैटिव स्टडी ऑफ जॉब सटिस्फेक्शन अमंग प्रायमरी स्कूल टीचर्स एण्ड हॉयर सेकेण्डरी स्कूल टीचर्स पर अध्ययन किया और पाया कि, प्राथमिक शालाओं एवं उच्चतर माध्यमिक दोनों ही के शिक्षकों में समान व्यवसायिक संतुष्टि पाया जाता है।

उपरोक्त अध्ययन यह इंगित करते हैं कि, सफल जनतांत्रिक समाज के निर्माण हेतु वर्तमान शिक्षक की कार्य संतुष्टि व जनतांत्रिक अभिवृत्ति का होना आवश्यक है। वर्तमान जनतांत्रिक छत्तीसगढ़ राज्य में शिक्षकों को नियमित शिक्षक एवं शिक्षक पंचायत में विभाजित कर दिया गया है। जिसमें नियमित शिक्षक व शिक्षक पंचायत की कार्य संतुष्टि एवं जनतांत्रिक अभिवृत्ति में सार्थक अन्तर पाया जाता है।

अध्ययन का उद्देश्य :-

- नियमित शिक्षक एवं शिक्षक पंचायत के कार्य संतुष्टि का तुलनात्मक अध्ययन करना।
- नियमित शिक्षक एवं शिक्षक पंचायत के जनतांत्रिक अभिवृत्ति का तुलनात्मक अध्ययन करना।

अध्ययन की परिकल्पनायें :-

- नियमित शिक्षक एवं शिक्षक पंचायत के कार्यसंतुष्टि में सार्थक अन्तर नहीं होगा।
- नियमित शिक्षक एवं शिक्षक पंचायत के जनतांत्रिक अभिवृत्ति
 में सार्थक अन्तर नहीं होगा।

न्यादर्शः -

न्यादर्श चयन हेतु जिला पंचायत बिलासपुर से बिल्हा विकासखण्ड के उच्चतर माध्यमिक विद्यालयों में कार्यरत् शिक्षक पंचायत की सूची को प्राप्त किया गया। इनके समान ही दूसरा समूह निर्मित करने हेतु यथा संभव उन्हीं विद्यालयों में कार्यरत् नियमित शिक्षकों को लिया गया। जिन विद्यालयों में नियमित शिक्षकों एवं शिक्षक पंचायत की वांछित संख्या उपलब्ध नहीं हो सकी, उनके स्थान पर शोध उद्देश्य पूर्ति हेतु अन्य विद्यालयों में कार्यरत् शिक्षकों का चयन किया गया। शोध हेतु 50 शिक्षक पंचायत एवं 50 नियमित शिक्षकों को न्यादर्श के रूप में चयनित करने की योजना तैयार की गई है। जिसे दो समान 25-25 महिला एवं पुरूष संवर्ग में बाँटा गया है। इस प्रकार प्राप्त न्यादर्श के दोनों समूह लिंग भेद सहित संख्यात्मक दृष्टि से समान है। इस प्रकार कुल 100 शिक्षकों को न्यादर्श के रूप में लिया गया।

शोध विधि :-

प्रस्तुत शोध अध्ययन में सर्वेक्षणात्मक शोध विधि अपनायी गयी है।

शोध प्रक्रिया :-

बिल्हा विकासखण्ड के कार्यरत् नियमित शिक्षक एवं शिक्षक पंचायत की कार्य संतुष्टि व जनतांत्रिक अभिवृत्ति का अध्ययन किया गया। अतः सर्वेक्षण विधि के अध्ययन से अध्यापकों की समस्याओं को वर्तमान में वास्तविक रूप से जाना जा सकता है।

शोध उपकरण :-

आँकड़ों को संकलित करने के लिये प्रस्तुत अध्ययन हेतु निम्न प्रमाणीकृत दो मापनियों का प्रयोग उपकरण के रूप में किया गया है। शिक्षकीय कार्य संतुष्टि मापन के लिये *डॉ. मीरा दीक्षित* द्वारा निर्मित मापनी का प्रयोग किया गया है तथा शिक्षकीय जनतांत्रिक अभिवृत्ति मापन के लिये *डॉ. वाय.व्ही.*

तालिका क्रमांक - 1

नियमित शिक्षकों एवं शिक्षक पंचायत के कार्य संतुष्टि के आंकडों का मध्यमान, मानक विचलन, टी-मुल्य एवं सार्थकता

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स.क्रं.	समूह	Ν	М	SD	df	t- मूल्य	सार्थकता
1	नियमित शिक्षक	50	216.42	27.43	98	2.90	p<.01
2	शिक्षक पंचायत	50	199.98	29.24			

तालिका क्रमांक - 2

नियमित शिक्षकों एवं शिक्षक पंचायत के जनतांत्रिक अभिवृत्ति आंकडों का मध्यमान, मानक विचलन, टी-मूल्य एवं

सार्थकता का विवरण

स.क्रं.	समूह	Ν	М	S D	df	t- मूल्य	सार्थकता
1	नियमित शिक्षक	50	125.46	14.89	98	0.20	NS
2	शिक्षक पंचायत	50	126.00	11.99	-		

(t का सारणीमान df 98 के लिए 0.05 स्तर पर 1.98 एवं 0.01 स्तर पर 2.63 है।)

प्रयोग किया गया है।

विञ्लेषण :-

प्रस्तुत अध्याय में विभिन्न उपकरणों के परीक्षण से प्राप्त आंकडों के सांख्यिकीय विश्लेषण के द्वारा प्राप्त मापों की सहायता से तालिकाओं का निर्माण कर उन्हें शोध परिकल्पना के क्रम में व्यवस्थित किया गया है।

प्राप्त परिणामों को निम्नानुसार प्रस्तुत किया गया है।

परिकल्पना क्रमांक-1 का परीक्षण

तालिका क्र. 1 से ज्ञात होता है कि नियमित शिक्षकों की कार्य संतुष्टि का मध्यमान 216.42 तथा प्रामाणिक विचलन 27.43 है। इसी प्रकार शिक्षक पंचायत की कार्य संतुष्टि का मध्यमान 199.98 तथा प्रामाणिक विचलन 29.24 है। उपरोक्त मध्यमानों के अन्तर की सार्थकता की जां हेतु टी-परीक्षण किया गया। गणना द्वारा प्राप्त 'टी' का मान 2.9 प्राप्त हुआ। जो कि 98 स्वतंत्रता अंश पर सारिणी मान 2.63 से अधिक है।

अतः शून्य परिकल्पना अस्वीकृत की जाती है। तालिका क्र. 2 से जात होता है कि नियमित शिक्षकों की जनतांत्रिक अभिवृत्ति आंकडों का मध्यमान 125. 46 तथा प्रामाणिक विचलन 14.89 है। इसी प्रकार शिक्षक पंचायत की जनतांत्रिक अभिवृत्ति आंकडों का मध्यमान 126.0 तथा प्रामाणिक विचलन 11.99 है। उपरोक्त मध्यमानों के अन्तर की सार्थकता की जां हेतु टी-परीक्षण किया गया। गणना द्वारा

श्रीवास्तव एवं डॉ. बी.डी.करमाकर द्वारा निर्मित मापनी का प्राप्त 'टी' का मान 0.20 प्राप्त हुआ। जो कि 98 स्वतंत्रता अंश पर सारिणी मान 1.96 से कम है।

> अतः शुन्य परिकल्पना स्वीकृत की जाती है। निष्कर्षः :-

प्रस्तुत शोध के आंकड़ों के विश्लेषण एवं परिकल्पनाओं के परीक्षण पश्चात् यह निष्कर्ष पाया गया कि :-

- 1. नियमित शिक्षकों एवं शिक्षक पंचायत की कार्यसंतुष्टि में सार्थक अंतर होता है।
- 2. नियमित शिक्षकों एवं शिक्षक पंचायत की जनतांत्रिक अभिवृत्ति में सार्थक अन्तर नहीं होता है।

सुझाव :-

अतः यह सुझाव संप्रेषित है कि दोनों प्रकार के शिक्षकों हेतु एक समान सुविधाएँ प्रदान किए जाने की प्रक्रिया अपनाई जावे। शिक्षकों की कार्य संतुष्टि अधिक होगी तो उनके कार्य का धनात्मक प्रभाव विद्यालय पर पडेगा और वह विद्यालय उन्नति की अग्रसर होगी।

वर्तमान में शिक्षण संस्थाओं का पाठ्यक्रम परम्परावादी विचारधारा से अधिक ओत-प्रोत है। अतः यह आवश्यक है कि भारतीय जनतंत्र की सफलताओं के लिए उसकी आवश्यकताओं के अनुरूप पाठयक्रम में आवश्यक परिवर्तन कर उसमें जनतांत्रिक मूल्यों को अधिक समावेशित किया जाना उचित होगा।

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गणितीय सूजनशक्ति एवं व्यक्तित्व का अध्ययन

डॉ. मीना मनराल *

Key Words : गणितीय सूजनशक्ति, व्यक्तित्व

सारांश

सृजनात्मकता मानव जीवन के हर क्षेत्र में अपना सुखद प्रभाव दिखा सकती है। सृजनात्मकता किसी भी बच्चे को किसी क्षेत्र विशेष में अपनी प्रतिभा व योग्यता को दिखाने का मौका प्रदान करती है। अत: बच्चों को शिक्षा प्रदान करते समय यह आवश्यक है कि उसकी सृजनात्मक शक्ति का ज्ञान प्राप्त कर उसे विकसित करने के पूर्ण अवसर उपलब्ध कराएँ। सृजनात्मकता पर अनेक कारक अपना प्रभाव डालते हैं व उन कारकों को भी जाने जिनकी सहायता वह उसकी सृजनात्मक शक्ति को सही दिशा प्रदान करने में ले सकता है। गणित एक ऐसा विषय है जिसमें सृजनशीलता का विशेष महत्व होता है। बच्चों की गणितीय सृजनशक्ति में अन्य कारकों के साथ उनके व्यक्तित्व का प्रभाव भी पड़ता है। इसलिए प्रस्तुत अध्ययन में बच्चों की गणितीय सृजनशक्ति और व्यक्तित्व का अध्ययन किया गया है।

प्रस्तावना

मनोविज्ञान के क्षेत्र में मानसिक रोगियों के विषय में अत्यधिक अनुसंधान किए गए हैं, परन्तु प्रतिभा सम्पन्न व सूजनशीलता के संबंध में अभी बहुत अधिक अनुसंधान नहीं किए गए हैं। द्वितीय विश्व युद्ध के पश्चात् मनोवैज्ञानिकों का ध्यान उस अदुभुत योग्यता एवं शक्ति के विषय में अनुसंधान करने की ओर गया जो मानव से नए-नए आविष्कार कराती है व जीवन को सुखमय बनाने में मानव की सहायता करती है और इस मनोहारी योग्यता को मनोवैज्ञानिकों के द्वारा 'सृजनात्मकता' का नाम दिया गया। सृजनात्मकता मानवता, राष्ट्र तथा जाति के इतिहास को एक नया व आकर्षक मोड़ प्रदान कर सकती है। सभ्यता के इतिहास से यह स्पष्ट है कि मनुष्य ने असभ्यता के अंधकार से सभ्यता के क्षेत्र में पदार्पण अन्वेषकों की सहायता से ही किया है। इन्होंने अनेक कष्ट झेलकर, अपने जीवन का बलिदान देकर मानव को सुखमय व प्रगतिशील बनाने का प्रयास किया। इसीलिए किसी भी राष्ट्र के सुरक्षित भविष्य तथा उत्थान के लिए यह आवश्यक है कि वह अपने नागरिकों की सुजनशीलता का अधिक से अधिक

विकास कर उनके द्वारा किए जाने वाले अनुसंधानों का उपयोग विकास के लिए करे।

सृजनात्मकता का तात्पर्य किसी विशिष्ट व नवीन वस्तु के सृजन करने की योग्यता से है। मनोवैज्ञानिकों के द्वारा सृजनात्मकता के लिए अनेक शब्दों का प्रयोग किया जाता है, जैसे- कल्पनाशीलता, वास्तविकता, अन्तर्दृष्टि, खोज करने की योग्यता, समस्या समाधान की योग्यता, स्वतंत्र चिंतन की योग्यता, अभिव्यक्ति की शक्ति आदि। इस प्रकार सामान्य बोलचाल में मनोवैज्ञानिक सृजनात्मकता का अर्थ निम्न प्रकार स्पष्ट करते हैं

- 1. एक ऐसी मानसिक योग्यता जो अनेक घटकों से निर्मित हो।
- विशिष्ट रूप से चिंतन करने तथा किसी नवीन वस्तु का निर्माण करने की योग्यता।
- किसी समस्या को नवीन व मौलिक रूप से हल करने की योग्यता।

सृजनात्मकता सभी प्राणियों में होती है, किसी में कम और किसी में अधिक, साथ ही सृजनशील व्यक्ति सभी गुणों तथा देशों में विद्यमान होते हैं। सामान्यतया लोग कवि, लेखक, चित्रकार व संगीतकार आदि को ही सजनशील व्यक्ति समझते हैं, परन्तु आज मनोवौज्ञानिक यह भी मानने लगे हैं कि सृजनात्मकता का कोई एक विशिष्ट क्षेत्र नहीं होता वरन् सृजनात्मकता जीवन के किसी भी क्षेत्र में अपना सुखद प्रभाव दिखा सकती है। यदि एक अध्यापक अपनी शिक्षण विधियों में नए-नए प्रयोग कर ऐसे परिवर्तन ले आता है कि विद्यार्थी प्रभावशाली ढंग से सीखने लगते हैं तो यह उसकी शिक्षण की सृजनशीलता का द्योतक है और यदि कोई विद्यार्थी किसी प्रश्न का मौलिक उत्तर देता हो तो उसे सृजनात्मक कहा जा सकता है। इस प्रकार कोई भी व्यक्ति किसी भी क्षेत्र या व्यवसाय में सृजनशील हो सकता है, परन्तु यह आवश्यक नहीं है कि क्षेत्र विशेष में सृजनशील व्यक्ति जीवन के अन्य क्षेत्रों में भी उतना ही सृजनशील हो।

सृजनात्मकता मनोविज्ञान का एक नवीन क्षेत्र है। स्टीन ने 1939 में सृजनात्मकता के संबंध में अपने विचारों को प्रकट करते हुए कहा कि, ''किसी क्रिया के परिणाम स्वरूप कोई नवीन कार्य सम्पन्न होता है और समाज उसे लाभकारी तथा संतोषजनक समझ कर स्वीकार कर लेता है तो वह प्रक्रिया अवश्य ही सृजनात्मक होगी/'' सन् 1969 में बैरन ने सृजनात्मकता के विषय में कहा कि, 'सृजनात्मकता का सार पहले से विद्यमान वस्तुओं तथा तत्वों से मिलाकर नए योग बनाना है/' इसमें यह आवश्यक नहीं है कि जिस वस्तु का निर्माण किया जाए वह सर्वथा नवीन हो। इसके आधार पर सृजनशील व्यक्ति पुरानी वस्तुओं व विचारों को नवीन रूप में प्रस्तुत कर सकता है। सन् 1950 में गिलफोर्ड ने सृजनात्मकता की ओर ध्यान आकर्षित करते हुए इस क्षेत्र में व्यवस्थित व क्रमबद्ध अध्ययन की शुरूआत की। गिलफोर्ड के अनुसार बौद्धिक प्रतिमान के रूप इस प्रकार हैं -

- अ. विषय वस्तु : 1. आकृति (Figural), 2.प्रतीक (Symbolic) 3. व्यवहार (Behavioural)
- ब. प्रभाव :1. गृहणात्मक (Cognitive), 2. स्मृति (Memory)
 - 3. केन्द्रविमुख चिंतन ;Divergent Thinking)
 - 4. केन्द्राभिमुख चिंतन (Convergent Thinking)
 - 5. मूल्यांकन (Evaluation)
- स. परिणाम :1. इकाई (Unit), 2. कक्षाएं (Classes) 3.सम्बन्ध(Relation),4.रूपान्तरण (Transformation) 5. निहितार्थ (Implication)

जब हमारे सामने कोई चिंतन सामग्री उपस्थित होती है तो हम इनमें से किसी भी मानसिक व्यवहार का उपयोग कर अपनी प्रतिक्रिया को प्रकट करते हैं। पहले यह कहा जाता था कि सजनात्मकता में केवल केन्द्रविमुख चिंतन संबंधी क्रियाएँ ही सम्मिलित होती हैं, परन्तु अब यह स्वीकार कर लिया गया है कि इनके अतिरिक्त अन्य व्यवहारों से संबंधित योग्यताएँ भी सृजनात्मकता में सम्मिलित हैं। बौद्धिक प्रतिमान विभिन्न विषयों या क्षेत्रों में सृजनात्मकता में परिलक्षित होते हैं, उदाहरण के लिए - गणितीय सृजनात्मक योग्यता की विषय वस्तु आकृति व प्रतीक हैं, इसका प्रभाव केन्द्रविमुख चिंतन, केन्द्राभिमुख चिंतन व मूल्यांकन होता है और इसका परिणाम इकाई, कक्षा, सम्बन्ध, रूपान्तरण व निहितार्थ में से कोई भी हो सकता है।

सर फ्रौड्रिक बार्टलेट ने सृजनात्मकता को साहसिक चिंतन का नाम दिया है। साहसिक चिंतन से उनका अभिप्राय मुख्य धारा से परे हटकर सोचना, सांचे को तोड़कर बाहर आना, अलग प्रकार के नए अनुभव प्राप्त करने के लिए तत्पर रहना तथा वर्तमान को भविष्य से जोड़ना अर्थात् प्रत्येक उपलब्ध कड़ी को अगली कड़ी से जोड़ना है। इस प्रकार विभिन्न मनोवैज्ञानिकों के द्वारा दी गई परिभाषाओं के आधार पर सृजनात्मकता के निम्न सोपान माने गए हैं -

- वर्तमान परिस्थिति की त्रुटियों को समझना अर्थात् समस्या की उपस्थिति से परिचित होना।
- समस्या के कारणों को खोजना तथा उनको दूर करने के उपायों के विषय में अनुमान लगाना।
- उचित परीक्षणों के द्वारा यह जानना कि कारणों तथा सुझावों से संबंधित अनुमान ठीक हैं या नहीं।
- परीक्षणों के फलस्वरूप प्राप्त परिणामों से दूसरों को अवगत करना।
- पुनः परीक्षण द्वारा यह जानने का प्रयास करना कि पूर्व प्राप्त परिणाम ठीक हैं या नहीं।

सृजनात्मकता के अनेक क्षेत्र होते हैं और यह आवश्यक नहीं है कि सृजनात्मक बालक सभी क्षेत्रों में निपुण हो। वह किसी विशेष क्षेत्र में अपनी सृजनात्मक योग्यता दिखाकर उस क्षेत्र में अपनी विशिष्ट पहचान बना सकता है। इसके लिए उसकी सृजनात्मकता के क्षेत्र को पहचानकर उसके विकास व मार्गदर्शन की आवश्यकता होती है। सृजनात्मकता के कतिपय क्षेत्र हैं - सृजनात्मक चिंतन, लेखन, गणित में, कला के क्षेत्र में सृजनात्मकता, सृजनात्मक अभिव्यक्ति, अभिनय, विज्ञान, अभियान्त्रिकी, संगीत, नेतृत्व आदि। इनमें से किसी भी एक क्षेत्र में योग्यता रखने वाला बच्चा सृजनात्मक हो सकता है।

सृजनात्मकता के समान ही व्यक्तिव के विषय में भी अनेक अवधारणाएँ प्रचलित हैं। आम बोलचाल की भाषा में व्यक्तित्व शब्द का प्रयोग शारीरिक बनावट के लिए किया जाता है। परन्तु मनोवैज्ञानिकों के अनुसार व्यक्तित्व विचित्र, जटिल और व्याख्या से परे है। रोमन लेखक सिसरो के अनुसार व्यक्तित्व का अर्थ है - जैसा कि एक व्यक्ति दूसरे को दिखाई देता है, पर वैसा वह वास्तव में नहीं होता। वह कार्य जो वह जीवन में करता है। व्यक्तिगत गुणों का संकलन जो एक मनुष्य को उसके कार्य के योग्य बनाता है। विशेषता और सम्मान जैसा कि लेखन शैली में होता रहा है।

इसके अतिरिक्त भी अनेक मनोवैज्ञानिकों के द्वारा व्यक्तित्व को विभिन्न प्रकार से परिभाषित किया जाता रहा है, जिनमें से अधिकांश परिभाषाएं व्यक्तित्व के एकांगी स्वरूप को ही प्रदर्शित करती हैं। परन्तु मनोवैज्ञानिक ऑलपोर्ट के द्वारा 50 परिभाषाओं के आधार पर दी गई व्यक्तित्व की परिभाषा व्यक्तिव को उपयुक्त रूप से परिभाषित करती है। ऑलपोर्ट के अनुसार - ' व्यक्तित्व व्यक्ति में उन मनोशारीरिक व्यवस्थाओं का गतिशील संगठन है, जो उसके पर्यावरण के साथ उसका अपूर्व समायोजन निर्धारित करता है।''

16 पी.एफ. के अनुसार पर निम्न व उच्च अंकों के आधार पर व्यक्तिव के अध्ययन किए जाने वाले कारक -

Sr.	F	निम्न अंक आधार व्यक्तित्व	उच्च अंक आधार व्यक्तित्व
1.	А	गुमसुम	प्रसन्नचित्त
2.	В	निम्न बुद्धि वाला	उच्च बुद्धि वाला
3.	С	कम अहम् शक्ति	अधिक अहम् शक्ति
4.	Е	अधीनता की भावना	प्रभावशाली
5.	F	गम्भीर	गम्भीर न रहने वाला
6.	G	कमजोर सुपर इगो शक्ति	दृढ़ सुपर इगो शक्ति
7.	Η	शर्मीला	संकट प्रिय
8.	Ι	यथार्थवादी	संज्ञानशील
9.	L	विश्वसनीयता	अविश्वासी
10.	Μ	व्यावहारिक	कल्पनाशील
11.	Ν	सीधा	चालाक
12.	0	आत्मविश्वासी	शंकालु
13.	Q_1	रूढ़िवादी	प्रयोगवादी
14.	Q_2	समूह में निर्भर	आत्म निर्भर
15.	Q_3	भावनात्मक दृष्टि से हीन	भावनात्मक दृष्टि से दष्ढ़
16.	Q_4	গিথিল	संयमी

शोध के उद्देश्य :

प्रस्तुत शोध अध्ययन के उद्देश्य निम्न प्रकार हैं -

- छात्र-छात्राओं के व्यक्तित्व के विभिन्न कारकों का गणित में उच्च व निम्न सृजनात्मकता के आधार पर अन्तर का अध्ययन करना।
- छात्र-छात्राओं के व्यक्तित्व के विभिन्न कारकों में गणित में उच्च व निम्न सृजनात्मकता के आधार पर सम्बन्ध का अध्ययन करना।

शोध परिकल्पनाएं :

- गणित में उच्च व निम्न सृजनात्मक छात्र-छात्राओं के व्यक्तित्व के सभी (प्रस्तुत शोध में लिए गए उपकरण 16 पी. एफ. के आधार पर) कारकों में समानता नहीं होती है।
- गणित में उच्च व निम्न सृजनात्मक छात्र-छात्राओं के व्यक्तित्व के सभी (16) कारकों में अन्तर नहीं होता है।
- गणित में उच्च व निम्न सृजनात्मक छात्र-छात्राओं के व्यक्तित्व के कुछ कारकों में संबंध होता है तथा कुछ कारकों में अंतर होता है।
- शोध अध्ययन का क्षेत्र :

शोध अध्ययन में अध्ययनकर्ती द्वारा अल्मोड़ा शहर के माध्यमिक स्तर के विज्ञान वर्ग के छात्र-छात्राओं को लिया गया है।

शोधकर्त्री के द्वारा सृजनात्मकता, व्यक्तिव व इनके आपसी संबंधों में समय-समय पर शोधकार्य किए व इनके परिणाम प्राप्त किए जिनसे इनके संबंध में विभिन्न जानकारियाँ प्राप्त हुई हैं। भारत में इस क्षेत्र में कम अनुसंधान किए गए हैं जिनमें, राय चौधरी (1961, 1966), गोयल (1969), अहमद (1969), श्रीचन्द (1970), परमेश (1972), गिरजेश कुमार (1973-74), ए.क. गोपाल (1974), गाखर (1975), सन्धू (1977), ए. क. गुप्ता (1977) आदि ने सृजनात्मक व प्रतिभाशाली छात्र-छात्राओं, कलाकारों, साहित्यकारों आदि के व्यक्तित्व का अध्ययन कर विभिन्न निष्कर्षों का प्रतिपादन किया, जिनके आधार पर इनमें आपस में संबंध सिद्ध हुए।

न्यादर्श ः

शोध अध्ययन हेतु अध्ययनकर्त्री द्वारा अल्मोड़ा शहर के चार विद्यालयों के माध्यमिक स्तर के विज्ञान वर्ग के 45 छात्र व 45 छात्राओं का यादृच्छिक न्यादर्श विधि से चयन किया गया।

शोध उपकरण :

शोध अध्ययन हेतु आंकड़ों का संकलन करने हेतु निम्न उपकरणों का उपयोग किया गया -

- मुलखराज तूली द्वारा निर्मित व मानकीकृत-गणित में सृजनात्मक योग्यता परीक्षण।
- एस.डी. कपूर द्वारा निर्मित व मानकीकृत- 16 पी.एफ. प्रश्नावली।

सांख्यकीय विधि ः

गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं की गणना के लिए चतुर्थांक 'Q' का प्रयोग किया गया तथा सृजनात्मकता और व्यक्तित्व के विभिन्न गणितीय सृजनशक्ति एवं व्यक्तित्व का अध्ययन डॉ. मीना मनराल

कारकों का तुलनात्मक अध्ययन करने के लिए सांख्यकीय विधि 't' का प्रयोग किया गया।

शोध अध्ययन में अल्मोड़ा नगर के चार माध्यमिक विद्यालयों के 90 छात्र-छात्राओं पर गणित में सृजनात्मक योग्यता तथा 16 पी.एफ. प्रश्नावलियों को प्रशासित कर उनकी गणित में सृजनात्मकता तथा व्यक्तित्व के विभिन्न कारकों के संबंध में आंकड़े एकत्रित कर उनका सारणीयन तथा अंकना की गई। इनके आधार पर परिकल्पनाओं का परीक्षण करने के लिए "Q" तथा "t" सूत्र का प्रयोग किया गया। इसके आधार पर परिकल्पना की सार्थकता के स्तर को ज्ञात किया गया। जिसे तालिका संख्या 1 में दशार्या गया है।

शोध परिणाम :-

प्रस्तुत शोध समस्या का अध्ययन करने हेतु अल्मोड़ा नगर के चार माध्यमिक विद्यालयों से आवश्यक प्रदत्तों का संकलन कर उनकी गणना की गई। शोध अध्ययन के अध्ययनोपरान्त निम्न लिखित परिणाम प्राप्त हुए -

 गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'ए' प्रसन्नचित्त अथवा गुमसुम में कोई सार्थक अन्तर नहीं पाया गया। इससे स्पष्ट है कि गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं गुमसुम व प्रसन्नचित्त दोनों ही प्रकार के व्यक्तित्व वाले होते हैं।

- 2. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'बी' उच्च बुद्धि वाला तथा निम्न बुद्धि वाला, में कोई सार्थक अंतर नहीं पाया गया। इससे स्पष्ट है कि गणित में सृजनात्मकता रखने वाले छात्र-छात्राएं उच्च बुद्धि के भी होते हैं और निम्न बुद्धि वाले भी।
- 3. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'सी' कम अहम् शक्ति व अधिक अहम् शक्ति में कोई सार्थक अंतर नहीं पाया गया। इससे स्पष्ट है कि गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले विद्यार्थी अधिक व कम अहम् शक्ति वाले होते हैं।
- गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'ई' प्रभावशाली अथवा

	न्यादर्श - उच्च सृजनात्मक - 26, निम्न सृजनात्मक - 28							
P.F.	$\mathbf{M}_{_1}$ उच्च	${ m M}_{_2}$ निम्न	SD ₁	SD ₂	SEM	t	सार्थकता	
А	10	9.89	4.74	1.39	0.98	0.10	सार्थक नहीं	
В	4.92	4.86	1.82	0.57	0.38	0.17	सार्थक नहीं	
С	14.04	13.00	1.85	3.00	0.68	1.51	सार्थक नहीं	
Е	11.73	12.46	4.97	3.26	1.18	0.62	सार्थक नहीं	
F	14.38	12.14	3.15	2.79	0.83	2.71	0.01	
G	11.27	12.57	2.37	0.92	0.50	2.57	0.05	
Η	14.64	13.00	1.85	0.69	0.39	2.64	0.05	
Ι	12.31	10.43	1.97	0.87	0.43	4.39	0.01	
L	11.15	9.46	3.34	0.44	0.67	2.51	0.05	
М	11.61	10.96	3.03	0.87	0.63	1.04	सार्थक नहीं	
Ν	10.58	10.64	2.89	0.77	0.60	0.11	सार्थक नहीं	
0	13.00	12.57	3.22	3.08	0.87	0.49	सार्थक नहीं	
Q_1	10.81	10.32	3.45	0.77	0.71	0.69	सार्थक नहीं	
Q_2	10.46	9.25	0.57	0.70	0.18	6.85	0.01	
$\overline{Q_3}$	11.65	10.11	0.89	0.86	0.24	6.37	0.01	
Q ₄	13.23	11.29	0.87	0.69	0.22	8.88	0.01	

तालिका संख्या 01

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अधीन में कोई सार्थक अंतर नहीं पाया गया। इससे स्पष्ट है कि गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले विद्यार्थी अधीन रहने की प्रवृत्ति वाले भी हो सकते हैं और प्रभावशाली व्यक्तित्व के भी।

- 5. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'एफ' खुश रहने अथवा गम्भीर में सार्थक अंतर पाया गया। यह अंतर सार्थकता के 0.01 स्तर पर सार्थक था। इससे यह स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं खुश रहने वाले व्यक्तित्व के तथा निम्न सृजनात्मक योग्यता वाले छात्र-छात्राएँ गम्भीर व्यक्तित्व के होते हैं।
- 6. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'जी' उच्च सुपर इगो तथा निम्न सुपर इगो में सार्थक अंतर पाया गया। यह अंतर सार्थकता के 0.05 स्तर पर सार्थक था। इससे यह स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता वाले छात्र-छात्राएं उच्च सुपर इगो वाले तथा निम्न सृजनात्मक योग्यता वाले निम्न सुपर इगो वाले होते हैं।
- 7. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'एच' संकट प्रिय अथवा शर्माला में सार्थक अंतर पाया गया। यह अंतर सार्थकता के स्तर 0.05 पर सार्थक था। इससे स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं व्यक्तित्व से संकट प्रिय तथा निम्न सृजनात्मक योग्यता वाले शर्मीले व्यक्तित्व के होते हैं।
- 8. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'आई' यथार्थवादी व संज्ञानशील में सार्थक अंतर पाया गया। यह अंतर सार्थकता के 0.01 स्तर पर सार्थक था। इससे स्पष्ट होता है कि गणित में उच्च सृजनात्मक योग्यता वाले छात्र-छात्राएं यथार्थवादी होते हैं इसके विपरीत निम्न सृजनात्मक योग्यता वाले छात्र-छात्राएं संज्ञानशील होते हैं।
- 9. गणित में उच्च व निम्न सृजनात्मक योग्यता वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'एल' अविश्वासी तथा विश्वासी में सार्थक अंतर पाया गया। यह अंतर सार्थकता के 0.05 स्तर पर सार्थक था। इससे स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं व्यक्तित्व से अविश्वासी तथा निम्न सृजनात्मक योग्यता रखने वाले विश्वासी व्यक्तित्व वाले होते हैं।

10. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'एम' कल्पनाशील व व्यावहारिक में कोई सार्थक अंतर नहीं पाया गया। दोनों प्रकार की सृजनात्मक योग्यता वाले छात्र-छात्राएं कल्पनाशील व व्यावहारिक दोनों ही प्रकार के व्यक्तित्वधारी होते हैं।

- 11. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'एन' चालाक व सीधा-साधा में कोई सार्थक अंतर नहीं पाया गया। इसके आधार पर यह स्पष्ट है कि गणित में उच्च व निम्न सृजनात्मकता वाले छात्र-छात्राओं के व्यक्तित्व में चालाक व सीधा-साधा होने के गुण पाए जाते हैं।
- 12. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'ओ' शंकालु व आत्मविश्वासी में कोई सार्थक अन्तर नहीं पाया गया। इससे स्पष्ट है कि गणित उच्च व निम्न में सृजनात्मक योग्यता वाले छात्र-छात्राएं शंकालु व आत्मविश्वासी दोनों ही प्रकार के व्यक्तित्व के हो सकते हैं।
- 13. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं में व्यक्तित्व के कारक 'क्यू,' प्रयोगवादी व रूढ़िवादी में कोई सार्थक अन्तर नहीं पाया गया। इससे यह ज्ञात होता है कि गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं व्यक्तित्व से प्रयोगवादी व रूढ़िवादी दोनों ही प्रकार के होते हैं।
- 14. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'क्यू,' आत्म निर्भर व समूह निर्भर में सार्थक अंतर पाया गया। यह अंतर सार्थकता के स्तर 0.01 में सार्थक है। इससे यह स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं आत्मनिर्भर तथा निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं समूह निर्भर होते हैं।
- 15. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के के व्यक्तित्व के कारक 'क्यू,' भावनात्मक दृष्टि से दृढ़ व भावनात्मक दृष्टि से हीन में सार्थक अंतर पाया गया। यह अंतर सार्थकता के स्तर 0.01 पर सार्थक है। इससे यह सिद्ध होता है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं भावनात्मक दृष्टि से दृढ़ तथा निम्न सृजनात्मक योग्यता रखने वाले भावात्मक दर्षट से हीन व्यक्तित्व के होते हैं।
- 16. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के कारक 'क्यू,' संयमी तथा

गणितीय सृजनशक्ति एवं व्यक्तित्व का अध्ययन डॉ. मीना मनराल

शिथिल में सार्थक अंतर पाया गया। यह अंतर सार्थकता के स्तर 0.01 पर सार्थक है। इससे स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता रखने वाले छात्र-छात्राएँ संयमी तथा निम्न सृजनात्मक योग्यता रखने वाले शिथिल व्यक्तित्व के होते हैं।

निष्कर्षः-

प्रस्तुत शोध अध्ययन के प्रदत्तों के विश्लेषण से गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं में 16 पी.एफ. प्रश्नावली के आधार पर व्यक्तित्व के आठ कारकों में समानता आठ कुछ कारकों में अन्तर पाया गया। अतः इसके द्वारा निम्न निष्कर्षों का प्रतिपादन किया गया है -1. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के सभी (16) कारकों में सार्थक अंतर नहीं होता है।

 गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के आठ कारक - ए, बी, सी, ई, एम, एन, ओ तथा क्यू, में कोई अंतर नहीं पाया गया। इससे यह सिद्ध हुआ कि व्यक्तित्व के ये आठ कारक गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं में समान होते हैं।

3. गणित में उच्च व निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राओं के व्यक्तित्व के आठ कारकों- एफ, जी, एच, आई, एल, क्यू, क्यू, एवं क्यू, में सार्थक अंतर पाया गया। जिससे स्पष्ट है कि गणित में उच्च सृजनात्मक योग्यता वाले छात्र-छात्राएं व्यक्त्वि से गम्भीर न रहने वाले, दृढ़ सुपर इगो वाले, संकट प्रिय, संज्ञानशील, अविश्वासी, आत्म निर्भर, भावनात्मक दृष्टि से दृढ़ तथा संयमी होते हैं, जबकि निम्न सृजनात्मक योग्यता रखने वाले छात्र-छात्राएं गम्भीर, कमजोर सुपर इगो शक्ति वाले, शर्मीले, यथार्थवादी, विश्वसनीय, समूह निर्भर, भावनात्मक दृष्टि से हीन तथा शिथिल व्यक्तित्व के होते हैं।

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Hindi Section

उच्चतर माध्यमिक स्तर पर विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का अंतःक्रियात्मक प्रभाव

डॉ. कविता वर्मा * एवं श्रीमती रेखा सिंह * *

Key Words : वृत्तिक अभिवृत्ति, आत्म-प्रत्यय, शाला प्रकार

सारांश

प्रस्तुत शोध अध्ययन का उद्देश्य उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का अंत.क्रियात्मक प्रभाव का अध्ययन करना है। अध्ययन हेतु स्तरीकृत न्यादर्श पद्धति द्वारा शासकीय विद्यालयों से 395 तथा निजी विद्यालयों से 314 विद्यार्थियों को चयनित किया गया है। उपकरण के रूप में जॉन ओ क्राइस्ट द्वारा निर्मित वृत्तिक परिपक्वता मापनी का हिन्दी अनुवाद तथा आत्म -प्रत्यय के मापन हेतु डॉ राजकुमार सारस्वत द्वारा निर्मित (पुनर्सशोधित परीक्षण- 2008) एवं प्रमापीकृत उपकरण का उपयोग किया गया। दोनों उपकरणों की विश्वसनीयता एवं वैधता उच्च कोटि की हैं। प्रदर्त्तो के विश्लेषण हेतु 2 x 2 x2 (कारकीय विश्लेषण) का प्रयोग कर प्रसरण विश्लेषण एफ मान की गणना की गई। इस अध्ययन से यह निष्कर्ष प्राप्त हुए कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग तथा शाला प्रकार का स्वतंत्र प्रभाव पाया गया। किंतु उच्च एवं निम्न आत्म-प्रत्यय वाले विद्यार्थियों की वृत्तिक अभिवृत्ति के मध्य अंतर नहीं पाया गया। इसी प्रकार द्विकारकीय एवं त्रिकारकीय अंत:क्रिया का वृत्तिक अभिवृत्ति पर सार्थक अंत.क्रियात्मक प्रभाव नहीं पाया गया।

भूमिका

शिक्षा जीवन पर्यन्त चलने वाली ऐसी प्रक्रिया है कि अगर वह सफलतापूर्वक अपने उद्देश्यों के अनुरूप चलती रहे तो वह व्यक्ति के केवल जीवन का ही निर्माण नहीं करती, अपितु व्यक्ति को जीविकोपार्जन के व्यावहारिक उपायों से भी अवगत कराती है। शिक्षा जीवन निर्माण एवं जीविका निर्माण दोनों के लिये उपयोगी है। भारत जैसे विकासशील देश में जहाँ नये-नये शैक्षिक पाठ्यक्रम विकसित किये जा रहे हैं तथा नये-नये शैक्षिक पाठ्यक्रम विकसित किये जा रहे हैं तथा नये-नये व्यावसायिक चयन के अवसर उपलब्ध हो रहे हैं, वहीं विद्यार्थियों के समक्ष विषय चुनाव के समय भ्रम की स्थिति होती है। इसका मुख्य कारण विद्यार्थियों में पर्याप्त वृत्तिक परिपक्वता का अभाव होना है। साथ ही जनसंख्या के अनुपात में अत्यंत कम व्यावसायिक विद्यालय एवं इनमें दाखिले के लिये जबर्दस्त स्पर्धा जैसी अनेक अन्य वजहें हैं जिनके कारण छात्रों की रूचि, दिलचस्पी, रूझान अभिवृत्ति आदि को अनदेखा कर दिया जाता है। अधिकांश विद्यालयों में ऐसी कोई कारगर प्रणाली विकसित करने की व्यवस्था नहीं है जिसके आधार पर विद्यार्थियों के अभिवृत्तियों का अनुमान लगाया जा सके। इस आंकलन के अभाव में विषय चयन के समय भटकाव की स्थिति उत्पन्न हो जाती है और इस कशमकश और दाखिले की होड़ में जाने-अनजाने, चाहे-अनचाहे अपनी रूचि के विपरीत पाठ्यक्रम में प्रवेश ले लेते हैं। इसका नुकसान उसे सारी जिंदगी एक अस्थिर भविष्य के रूप में चुकाना पड़ता है।

वृत्तिक अभिवृत्ति व्यक्ति के सोचने की क्षमता, चेतना, जीवन वृत्ति का चुनाव तथा कार्य की दुनिया या धनोपार्जन हेतु कार्य करने की तैयारी को दर्शाता है। क्या कार्य को जीवन का महत्वपूर्ण अंग के रूप में देखा जाता है या एक कठिन श्रम वाला कार्य समझा जाता है क्योंकि चुनाव प्रक्रिया में व्यक्ति

कितना स्वतंत्र तथा संबद्ध है? वृत्तिक चुनाव के समय किन बातों का ध्यान रखना चाहिये? इसके अतिरिक्त दूसरे युवाओं द्वारा व्यक्त किये विचार उनके वृत्तिक चुनाव में निर्णय लेने संबंधी क्षमता को प्रभावित तो नहीं करता है? निर्णय लेने के भावनात्मक क्षमता पर वृत्तिक अभिवृत्ति प्रकाश डालता है।

व्यवसाय का मनुष्य के जीवन में जो मनोवैज्ञानिक महत्व होता है इसे हम कम आंकते हैं। इसका महत्व हम जितना समझते हैं उससे कई गुना अधिक होता है (एनी ररे, 1966)। व्यवसाय व्यक्ति के जीवन में मुख्य भुमिका निभाता है चाहे वे जैविक, सामाजिक तथा मानसिक मांगें हीं क्यों न हों। इसलिये सही व्यवसाय का चुनाव हमारे तरक्की का मुख्य आधार है जो हमारे जीवन की धारा को प्रभावित करता है। जो वृत्तिक रूप से परिपक्व होते हैं उनमें अपने तथा अपने काम के क्षेत्र में अधिक जानकारी होती है, अपने काम को अधिक तर्क संगत ढंग से करते हैं और दोनों में सामंजस्य स्थापित करने में सफल होते हैं।

आत्म-प्रत्यय का अर्थ है कि वे प्रत्यक्ष, विश्वास, अभिवृत्ति एवं अनुभूतियाँ हैं जो व्यक्ति के स्वयं अपने बारे में विचार या विशेषताएँ हैं। इसे व्यक्ति के स्वास्थ्य और शरीर के प्रत्यक्षण, चिंतन क्षमता, शैक्षिक स्तर, व्यवहार, अस्थिर चित्त के गुण एवं सामाजिक आर्थिक स्तर के रूप में विवेचित किया जाता है। आत्म-प्रत्यय व्यक्ति का स्वयं अपने बारे में अतीत की पृष्ठभूमि एवं भावी संभावनाओं सहित तथा अपने व्यवहार के बारे में एक ऐसा दृष्टिकोण अवधारणा या विश्वास है जो समाज के अन्य सदस्यों के उसके प्रति दृष्टिकोण व अवधारणाओं से प्रभावित होता है तथा जो परिवेश के प्रति उसके प्रत्यक्षीकरण एवं व्यवहार के प्रकार को प्रभावित व निर्धारित करता है।

वृत्तिक चयन में आत्म-प्रत्यय, सामाजिक आर्थिक स्थिति तथा वृत्तिक परिपक्वता अहम् भूमिका अदा करते हैं। वृत्तिक परिपक्वता / वृत्तिक अभिवृत्ति पर अन्य मनोवैज्ञानिक चरों के साथ विभिन्न शोध अध्ययनों के निष्कर्ष भिन्न-भिन्न प्रकार के प्राप्त हुए हैं। भटनागर एवं गुप्ता (1988), वेस्ट (1988), गुप्ता (1991), सलामी (2008) तथा गणेशन एवं कृष्णन (2000) ने वृत्तिक परिपक्वता पर लिंग का प्रभाव नहीं पाया। शर्मा और आदिच्या (2008) ने छात्र एवं छात्राओं के जीवन वृत्ति चुनाव के मध्य सार्थक अंतर नहीं पाया।

पेटान एवं क्रीड (2001) ने छात्रों की वृत्तिक अभिवृत्ति छात्राओं की अपेक्षा अधिक पायी। किंतु *रोजवस्की* (1995), कौर (2010) ने छात्राओं की वृत्तिक अभिवृत्ति छात्रों की अपेक्षा सार्थक रूप से श्रेष्ठ पायी। *हस्टांग* (1997) एवं *कुंभकरम*

(2010) ने छात्र एवं छात्राओं के वृत्तिक अभिवृत्ति के मध्य सार्थक अंतर नहीं पाया।

केशरवानी एवं शर्मा (2010) ने व्यक्तित्व के गुण गंभीरता, संवेग, संकोच तथा अनियंत्रण का वृत्तिक अभिवृत्ति के साथ धनात्मक सहसंबंध पाया तथा व्यक्तित्व के गुण समूहवाद एवं आत्मविश्वास का वृत्तिक अभिवृत्ति के साथ ऋणात्मक सहसंबंध पाया। कौर (1992) ने पाया कि आत्म- प्रत्यय तथा नियंत्रण अवस्थान जीवन वृत्ति परिपक्वता में महत्वपूर्ण भूमिका अदा करते हैं। गायकवाड़ (1990), शर्मा (2005), एवं वर्मा (2013) ने उच्च शैक्षिक उपलब्धि वाले विद्यार्थियों की वृत्तिक परिपक्वता निम्न शैक्षिक उपलब्धि वाले विद्यार्थियों की वृत्तिक परिपक्वता की अपेक्षा अधिक पाया। गुप्ता (2002) ने ग्रामीण परिवेश की अपेक्षा शहरी तथा शासकीय विद्यालय के अपेक्षा निजी विद्यालयों के विद्यार्थियों की वृत्तिक परिपक्वता की

प्रस्तुत अध्ययन में छत्तीसगढ़ राज्य के रायपुर जिले के शासकीय एवं निजी विद्यालयों के कक्षा 11वीं में अध्ययनरत विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का स्वतंत्र एवं अंतःक्रियात्मक प्रभाव का अध्ययन किया गया है। अध्ययन से प्राप्त परिणाम शैक्षिक नीति निर्देशकों के नीति निर्धारण में मार्गदर्शन प्रदान करेगा साथ ही शिक्षक, अभिभावकों हेतु भी लाभ प्रद होगा।

अध्ययन के उद्देश्य

प्रस्तुत शोध अध्ययन हेतु निम्नांकित उद्देश्य निर्धारित किया गया है:

 उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का स्वतंत्र एवं अंतःक्रियात्मक प्रभाव का अध्ययन करना।

परिकल्पना

H₀1 उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का स्वतंत्र एवं अंतःक्रियात्मक प्रभाव नहीं पाया जायेगा।

न्यादर्श

प्रस्तुत अध्ययन हेतु रायपुर जिले में स्थित शासकीय एवं निजी उच्चतर माध्यमिक विद्यालयों (छत्तीसगढ़ बोर्ड) के कक्षा 11वीं में अध्ययनरत विद्यार्थियों का चयन किया गया है। शासकीय विद्यालयों से 395 विद्यार्थियों (176 छात्र एवं 219 छात्राएँ) तथा निजी विद्यालयों से 314 विद्यार्थियों (176 छात्र एवं 138 छात्राएँ) को स्तरीकृत यादृच्छिक न्यादर्श पद्धति द्वारा चयनित किया गया है। उच्चतर माध्यमिक स्तर पर विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग,

उपकरण

1. वृत्तिक परिपक्वता मापनी

प्रस्तुत अध्ययन में जान ओ क्राइस्ट द्वारा निर्मित वृत्तिक परिपक्वता मापनी का हिन्दी अनुवाद डॉ. निर्मला गुप्ता (1989) द्वारा किया गया। वृत्तिक परिपक्वता मापनी में दो उप परीक्षण हैं - 1. अभिवृत्ति मापनी 2. दक्षता मापनी। अभिवृत्ति मापनी में पाँच परिवर्तनशील अभिवृत्तिक चरों को दर्शाया गया है, वे हैं -निर्णय लेने में निश्चिंतता, संबद्धता, स्वतंत्रता, उन्मुखीकरण तथा परिस्थितियों के अनुरूप ढलना। प्रस्तुत अध्ययन में उपकरण के प्रथम भाग को ही विद्यार्थियों पर प्रशासित किया गया। प्रस्तुत अध्ययन की विश्वसनीयता एवं वैधता उच्च कोटि की है।

2. आत्म- प्रत्यय मापनी

प्रस्तुत अध्ययन में विद्यार्थियों के आत्म-प्रत्यय के मापन हेतु *डॉ राजकुमार सारस्वत* द्वारा निर्मित (पुनर्संशोधित परीक्षण -2008) एवं प्रमापीकृत उपकरण का प्रयोग किया गया जिसकी विश्वसनीयता एवं वैधता उच्च कोटि की है।

प्रदत्तों का विश्लेषण एवं व्याख्या

उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का स्वतंत्र एवं अंतःक्रियात्मक प्रभाव नहीं पाया जायेगा।

लिंग

तालिका क्रमांक 1 के अवलोकन से ज्ञात होता है कि स्पष्ट होता है कि लिंग के लिये प्राप्त एफ मान 7.059 सार्थकता के 0.01 स्तर पर सार्थक है। इससे यह निष्कर्ष

...... डॉ. कविता वर्मा एवं श्रीमती रेखा सिंह

निकलता हो को लिंग के दो स्तरों में अतर विद्यार्थियों को वृत्तिक परिपक्वता में विचलनशीलता उत्पन्न करते हैं। इस परिप्रेक्ष्य में शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक परिपक्वता पर लिंग का प्रभाव नहीं पड़ता है अस्वीकृत की जाती है।

लिंग के आधार पर विद्यार्थियों की वृत्तिक परिपक्वता प्राप्तांक के मध्यमान को हम निम्न तालिका की सहायता से देख सकते हैं।

तालिका क्रमांक 2 लिंग के आधार पर विद्यार्थियों की वृत्तिक परिपक्वता प्राप्तांकों के मध्यमान मल्य

क्रमांक	लिंग	मध्यमान
1.	छा त्र	28.781
2.	ন্তারাएঁ	27.547

उपरोक्त तालिका क्रमांक 2 से स्पष्ट होता है कि उच्चतर माध्यमिक विद्यालयों के छात्रों की वृत्तिक अभिवृत्ति 28.781 तथा छात्राओं की वृत्तिक अभिवृत्ति 27.547 की अपेक्षा सार्थक रूप से उच्च पाया गया।

शाला प्रकार

शाला प्रकार का वृत्तिक परिपक्वता पर स्वतंत्र प्रभाव अध्ययन हेतु तालिका क्रमांक 1 का निरीक्षण करने से स्पष्ट होता है कि शाला प्रकार के लिये प्राप्त एफ मान 6.624 सार्थकता के 0.05 स्तर पर सार्थक है। इससे यह निष्कर्ष निकलता है कि शाला प्रकार विद्यार्थियों की वृत्तिक परिपक्वता में विचलनशीलिता उत्पन्न करते हैं। इस परिप्रेक्ष्य में शून्य

	•		
तालिका	क्रमाक	1	

उच्चतर माध्यमिक विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय का स्वतंत्र एवं

अंतःक्रियात्मक प्रभाव

विचलन के स्त्रोत	वर्गों का योग	मुक्तांश	वर्ग का औसत	एफ का मान	सार्थकता
लिंग	239.193	1	239.193	7.059	-01**
शाला प्रकार	224.44	1	224.44	6.624	.05*
आत्म-प्रत्यय	6.860	2	3.430	0.101	.904 ^{NS}
लिंग x शाला प्रकार	7.747	1	7.747	0.229	.633 ^{N\$}
लिंग x आत्म-प्रत्यय	27.660	1	27.660	0.816	.367 ^{N\$}
शाला प्रकार 🗴 आत्म-प्रत्यय	8.919	1	8.919	0.263	.608 ^{N\$}
लिंग x शाला प्रकार	7.762	1	7.762	0.229	.632 ^{N\$}
x आत्म-प्रत्यय					
त्रुटि	237179	700	33.883		
योग		709		•	

** = 0.01 स्तर पर सार्थक * 0.05 स्तर पर सार्थक NS सार्थक नहीं

परिकल्पना कि विद्यार्थियों की वृत्तिक परिपक्वता पर शाला प्रकार का प्रभाव नहीं पड़ता है अस्वीकृत की जाती है।

तालिका क्रमांक 3

शाला प्रकार के आधार पर विद्यार्थियों की वृत्तिक परिपक्वता प्राप्तांकों के मध्यमान मुल्य

क्रमांक	शाला प्रकार	मध्यमान		
1.	शासकीय विद्यालय	27.360		
2.	निजी विद्यालय	29.323		

उपरोक्त तालिका क्रमांक 3 से स्पष्ट होता है कि निजी विद्यालयों के विद्यार्थियों की वृत्तिक अभिवृत्ति 29.323 शासकीय विद्यालय के विद्यार्थियों की वृत्तिक अभिवृत्ति 27.360 की अपेक्षा सार्थक रूप से श्रेष्ठ है।

आत्म-प्रत्यय

तालिका क्रमांक 1 के अवलोकन से ज्ञात होता है कि आत्म-प्रत्यय के लिये एफ मूल्य 0.101 है जो कि सार्थक नहीं है। अतः शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर आत्म-प्रत्यय का प्रभाव नहीं पड़ता है स्वीकृत की जाती है। इस प्रकार आत्म-प्रत्यय के दो स्तरों से संबंधित विद्यार्थियों की वृत्तिक अभिवृत्ति प्राप्तांकों के मार्ध्यों में सार्थक अंतर नहीं है। अतः यह कहा जा सकता है कि विद्यार्थियों की वृत्तिक अभिवृत्ति, आत्म-प्रत्यय से स्वतंत्र है।

लिंग x शाला प्रकार

लिंग x शाला प्रकार के लिये F का मान 0.229 है जो कि सार्थक नहीं है। अतः शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग एवं शाला प्रकार के स्तरों की अंतःक्रिया का सार्थक प्रभाव नहीं पड़ता है स्वीकृत की जाती है। अतः यह कहा जा सकता है कि विद्यार्थियों की वृत्तिक अभिवृत्ति, लिंग एवं शाला प्रकार के अंतःक्रिया से स्वतंत्र है। लिंग x आत्म-प्रत्यय

लिंग x आत्म-प्रत्यय के लिये F का मान 0.816 है जो कि सार्थक नहीं है। इस परिप्रेक्ष्य में शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग एवं आत्म-प्रत्यय की अंतःक्रिया का सार्थक प्रभाव नहीं पड़ता है स्वीकृत की जाती है। अतः यह कहा जा सकता है कि विद्यार्थियों की वृत्तिक अभिवृत्ति, लिंग एवं आत्म-प्रत्यय की अंतःक्रिया से स्वतंत्र है। **शाला प्रकार x आत्म-प्रत्यय**

शाला प्रकार x आत्म-प्रत्यय के लिये F का मान 0.263 है जो कि सार्थक नहीं है। इस परिप्रेक्ष्य में शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर शाला प्रकार एवं आत्म-प्रत्यय की अंतःक्रिया का सार्थक प्रभाव नहीं पड़ता है स्वीकृत की जाती है।

लिंग x शाला प्रकार x आत्म-प्रत्यय की अंतःक्रिया

विद्यार्थियों की वृत्तिक अभिवृत्ति पर तीनों कारकों यथा लिंग, शाला प्रकार व आत्म-प्रत्यय का संयुक्त प्रभाव अध्ययन तालिका क्रमांक 1 में विदित है। विद्यार्थियों की वृत्तिक परिपक्वता पर तीनों स्वतंत्र चरों की त्रिपक्षीय परस्पर क्रिया का कोई सार्थक प्रभाव नहीं पड़ता है क्योंकि इस संयुक्त प्रभाव के लिये F का मान 0.229 है जो कि सार्थक नहीं है। इस परिप्रेक्ष्य में शून्य परिकल्पना कि विद्यार्थियों की वृत्तिक अभिवृत्ति पर लिंग, शाला प्रकार एवं आत्म-प्रत्यय की अंतःक्रिया का सार्थक प्रभाव नहीं पड़ता है स्वीकृत की जाती है।

परिणाम

- छात्र व छात्राओं की वृत्तिक परिपक्वता में सार्थक अंतर होता है।
- नेजी शालाओं के विद्यार्थियों की वृत्तिक परिपक्वता शासकीय शालाओं के विद्यार्थियों से सार्थक रूप से अधिक होती है।
- 3. विद्यार्थियों की वृत्तिक अभिवृत्ति, आत्म-प्रत्यय से स्वतंत्र है।
- विद्यार्थियों की वृत्तिक अभिवृत्ति, लिंग एवं शाला प्रकार के अंतःक्रिया से स्वतंत्र है।
- विद्यार्थियों की वृत्तिक अभिवृत्ति, लिंग एवं आत्म-प्रत्यय की अंतःक्रिया से स्वतंत्र है।
- विद्यार्थियों की वृत्तिक अभिवृत्ति, शाला प्रकार एवं आत्म-प्रत्यय की अंतःक्रिया से स्वतंत्र है।

निष्कर्ष

सामाजिक परिवर्तन से मानवीय ज्ञान में अधिक तीव्रता से वृद्धि हो रही है। तकनीकी विकास ने संसार को छोटा बना दिया है। सामाजिक, आर्थिक एवं तकनीकी परिवर्तनों ने विविध प्रकार के रोजगार, व्यवसाय, नौकरियों तथा वृत्तियों को उत्पन्न किया है। एक विद्यार्थी अपने व्यवसाय तथा जीवन-वृत हेतु विषय का चयन नहीं कर सकता है। इसके लिये वृत्तिक निर्देशन केन्द्रों की स्थापना की आवश्यकता है। अतीत काल में बालक आरंभ से ही अपने पैतृक व्यवसाय में कार्य करना आरंभ कर देता था। यह परिवार का ही उत्तरदायित्व होता था कि अपने बालकों को पैतृक व्यवसाय का शिक्षण दे। परिवार में जन्म लेने से ही उसकी वृत्ति सुनिश्चित हो जाती थी। आज समाज में अधिक परिवर्तन हो गया है। प्रत्येक युवा अपने जीवन वृत्त के संबंध में अधिक जागरूक हो गया है। इसलिये आज समाज, राष्ट्र तथा विद्यालयों का उत्तरदायित्व है कि उन्हें रोजगार के संबंध में सूचनाएँ दी जाये और उनके रोजगार के चयन में सहायता प्रदान की जाये।

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Hindi Section

मौलाना आजाद केन्द्रीय सार्वजनिक पुस्तकालय भोपाल में उपलब्ध पुस्तक संग्रह पर पाठकों का अभिमत

तूप्ती कुलकर्णी *

Key Words : पुस्तक संग्रह, पाठकों का अभिमत

सारांश

आधुनिक समाज की आवश्यकताएँ अनेक हैं जैसे, शिक्षा, अनुसंधान, सांस्कृतिक विकास आदि पर जागरूकता बनाये रखने के लिए सूचनाओं की प्राप्ति आध्यात्मिक तथा वैचारिक उन्नयन तथा मनोरंजन जैसे उद्देश्यों की पूर्ति के लिए समाज द्वारा अनेक संस्थाओं की स्थापना की गयी है, इन अनेक संस्थाओं में पुस्तकालयों का महत्व सर्वाधिक है क्योंकि पुस्तकालय ही ऐसी संस्था है जो आधुनिक समाज की इन सभी आवश्यकताओं को समान रूप से पूरी कर पाने में सक्षम है। तेजी से परिवर्तित हो रहे समाज में सूचनाओं के मांग बहुत तीव्रता से और अनेक क्षेत्रों में अनुभव की जा रही है। इस उद्देश्य की पूर्ति के लिए संस्थागत तंत्र में भी तेजी से परिवर्तित लाने की आवश्यकता महसूस की जा रही है।

प्रस्तावना :-

वर्तमान समाज सूचना प्रधान समाज है, इसका आशय है, कि सूचनाएँ ही नवीन अविष्कारों, संकल्पना, नीति निर्धारण तथा कार्य निष्पादन के लिए प्रमुख कच्ची सामग्री है।

आधुनिक समाज की आवश्यकताएँ अनेक हैं जैसे शिक्षा अनुसंधान, सांस्कृतिक विकास व जागरूकता बनाये रखने के लिए सूचनाओं की प्राप्ति आध्यात्मिक तथा वैचारिक उन्नयन तथाा मनोरंजन इन उद्देश्यों की पूर्ति के लिए समाज द्वारा अनेक संस्थाओं की स्थापना की गयी हैं। इन संस्थाओं में पुस्तकालयों का महत्व सर्वाधिक है क्योंकि, पुस्तकालय ही एक ऐसी संस्था है जो आधुनिक समाज की सभी आवश्यकताओं को समान रूप से पूरी कर पाने में सक्षम है। जबकि अन्य संस्थाएँ एक अथवा दो आवश्यकताओं की ही पूर्ति कर पाती हैं। पुस्तकालय स्व-अध्ययन को भी प्रोत्साहित करती है। पुस्तकालयों द्वारा ही संस्कृति का विकास सूचनाओं का आदान-प्रदान, आध्यात्मिक तथा वैचारिक उन्नति में सहायता करना तथा मनोरंजन के साधन जुटाना संभव है। आधुनिक समाज पूर्व की भाँति पुस्तकों में संग्रहित सूचनाओं से अपने उद्देश्यों की पूर्ति नहीं, कर सकता उसे पुस्तकालयों में विभिन्न प्रलेखों के जरिये नवीनतम सूचनाओं की आवश्यकता होती है अतएव वर्तमान समाज मुख्यतः सूचना प्रधान समाज है। पश्चिमी जगत में आए निम्न परिवर्तनों के कारण सूचनाओं की प्रध ानता अधिक तीव्र हो गयी है। 1. वस्तु उत्पादक समाज के स्थान पर सेवा प्रधान समाज की स्थापना। 2. सम्पदा के विकास के निमित्त नवीन बौद्धिक प्रायोगिकी विकास। 3. प्रौद्योगिकी में नवीन अविष्कार।

भारतीय समाज में भी विगत 30 वर्षों में बौद्धिक प्रौद्योगिकी के लिए अधोसंरचनात्मक ढाँचा निर्मित हुआ है। परिणाम स्वरूप तेजी से परिवर्तित हो रहे समाज में सूचनाओं के मांग बहुत तीव्रता से और अनेक क्षेत्रों में अनुभव की जा रही है। इस उद्देश्य की पूर्ति के लिए संस्थागत तंत्र में भी तेजी से परिवर्तित लाने की आवश्यकता महसूस की जा रही है। वर्तमान समाज की सूचना प्रधान संरचना को निम्नलिखित बिन्दुओं के परिप्रेक्ष्य में समझा जा सकता है।

- वस्त उत्पादक समाज के स्थान पर सेवा दायक समाज की न्यादर्श स्थापना |
- 2. प्रौद्योगिकी में अविष्करों की दृष्टि से सैद्धांतिक ज्ञान का श्रेणीकरण सैद्धांतिक ज्ञान का श्रेणीकरण प्रौद्योगिकी का केन्द्रीय अविष्कार है इसके द्वारा ज्ञान का संगठन तथा व्यवस्थापन इस प्रकार किया जाता है कि किसी मौलिक उदुभावना विचार का जहाँ तक संभव हो नवीन आविष्कार के रूप में विकसित किया जा सके।

किसी विकासशील देश के लिए उसके नागरिक ही उस देश के विकास का साधन होते हैं। पुस्तकालय ही एक ऐसे साधन है जो नागरिकों को जागरूक करता है। अतः यह आवश्यक हो गया है कि नागरिकों की सामाजिक, आर्थिक तथा बौद्धिक स्थिति को उन्नत करने के लिए उन्हें पुस्तकों के प्रति जागरूक करना पड़ेगा। इस हेतु, नागरिकों की पुस्तकालय के प्रति अभिमत के अध्ययन की आवश्यकता महसूस की गई। प्रस्तुत अध्ययन निम्न उद्देश्यों को ध्यान में रखकर किया गया है।

शोध अध्ययन के उद्देश्य :-

1. मौलाना आजाद केन्द्रीय सार्वजनिक पुस्तकालय में पुस्तक संग्रह स्तर पर अभिमत का अध्ययन करना।

2. विषय क्षेत्र के आधार पर सदस्यता संख्या का अध्ययन करना।

शोध प्रश्न

1. क्या मौलाना आजाद केन्द्रीय सार्वजनिक पुस्तकालय में पुस्तक संग्रह स्तर उचित है ?

2. पुस्तकालय में पाठकों के विषय क्षेत्र के आधार पर सदस्यता संख्या क्या है ?

प्रविधि

प्रस्तुत शोध अध्ययन में अनुसंधानकर्ता द्वारा सर्वेक्षण विधि का प्रयोग किया गया।

प्रस्तुत शोध अध्ययन हेतु 46 पाठकों का अभिमत पारिस्थतिक न्यादर्श विधि द्वारा चयन किया गया।

शोध उपकरण

प्रस्तुत शोध अध्ययन हेतु शोधकर्वी द्वारा निर्मित प्रश्नावली का प्रयोग किया गया।

तालिका क्रमांक - 2

संकाय आधारित उत्तरदाताओं की संख्या एवं प्रतिशत

क्र.	अध्ययन क्षेत्र	उत्तरदाताओंकी संख्या	%
1	कला	06	13.04
2	विज्ञान	18	39.13
3	वाणिज्य	14	30.43
4	कम्प्यूटर	08	17.39
	योग	46	

निष्कर्षः :-

पुस्तक संग्रह के स्तर पर पाठकों का अभिमत के आधार पर :-

- 1. उपन्यास :- पुस्तक संग्रह पर उत्तारदाताओं के अभिमतानुसार 23.9 प्रतिशत उत्तरदाताओं ने उपन्यास संग्रह को उत्कृष्ट श्रेणी तथा उत्तम श्रेणी का बताया तथा सबसे कम अर्थात 10.86 प्रतिशत उत्तदाताओं ने उपन्यास के संग्रह को निम्न स्तर पर पाया।
- 2. पत्र-पत्रिका :- सर्वाधिक 69.56 प्रतिशत उत्तरदाताओं ने पत्र-पत्रिका के संग्रह को अति उत्तम श्रणी में रखा तथा सबसे कम अर्थात 30.43 प्रतिशत उत्तरदाताओं से उत्कृष्ट स्तर का माना।
- 3. संदर्भ पुस्तकें :- पुस्तक संग्रह पर उत्तरदाताओं के अभिमतानुसार सर्वाधिक 30.43 प्रतिशत उत्तरदाताओं ने संदर्भ पुस्तकों का संग्रह अति उत्तम श्रेणी तथा सामान्य

तालिका क्रमांक 1

क्र.	पुस्तक स्तर	उत्कृष्ठ	%	अति उतम	%	उत्तम	%	सामान्य	%	निम्न	%
1	उपन्यास	11	23.9	09	19.56	11	23.9	10	21.73	05	10.86
2	पत्र - पत्रिका	14	30.43	32	69.56	-	-	-	-	-	-
3	संदर्भ पुस्तकें	05	10.86	14	30.43	13	28.26	14	30.43	-	-
4	समाचार- पत्र	15	32.60	09	19.56	07	15.21	15	32.60	-	-
5	बाल साहित्य	04	8.69	11	23.91	20	43.47	11	23.91	-	-
6	मल्टीमिडिया सीडी	04	8.69	12	26.08	17	36.95	13	28.26	-	-

ुपस्तक संग्रह के स्तर पर उत्तरदाताओं के अभिमत के आधार पर वितरण
श्रेणी का बाताया, तथा सबसे कम अर्थात् 10.86 प्रतिशत उत्तरदाताओं में संदर्भ पुस्तकों का संग्रह को उत्कृष्ट श्रेणी स्तर पर पाया।

- 4. समाचार पत्र :- सर्वाधिक 32.60 प्रतिशत उत्तरदाताओं ने समाचार पत्र के संग्रह को उत्कृष्ट और सामान्य श्रेणी में रखा तथा सबसे कम अर्थात 15.21 प्रतिशत उत्तरदाताओं में समाचार पत्रों के संग्रह को उत्तम श्रेणी पर पाया।
- 5. बाल साहित्य :- पुस्तक संग्रह पर उत्तरदाताओं के अभिमतानुसार सर्वाधिक 43.47 प्रतिशत उत्तरदाताओं ने बाल साहित्य का संग्रह उत्तम श्रेणी का बताया तथा सबसे कम अर्थात 8.69 प्रतिशत उत्तरदाताओं में बाल साहित्य के संग्रह को उत्कृष्ट श्रेणी के स्तर पर पाया।
- 6. मल्टी मिडिया सीडी :- सर्वाधिक 36.95 प्रतिशत उत्तदाताओं ने मल्टीमिडिया के संग्रह को उत्तम श्रेणी में रखा तथा सबसे कम अर्थात 8.69 प्रतिशत उत्तरदाताओं में मल्टीमिडिया के संग्रह को उत्कृष्ट श्रेणी पर पाया।
- ब) विषय क्षेत्र के आधार पर सदस्यता संख्या का अध्ययन :-
- विज्ञान संकाय के पाठकों का प्रतिशत सर्वाधिक पाया गया, कला संकाय के उत्तदाताओं का प्रतिशत सबसे कम पाया गया।

सुझाव :-

- पुस्तक संग्रह का स्तर यदि उत्कृष्ट होगा तो उपयोगकर्ता भी बढ़ेंगे और उपयोगकर्ता को पुस्तक मिलने में आसानी होगी। एक ही समय में कई उपयोगकर्ता को पुस्तक मिल सकती है।
- समाचार पत्र नियतकालिक संदर्भ पुस्तकों पत्र पत्रिका बाल साहित्य अन्य भाषाओं की पुस्तकों का संग्रह कई प्रतियों में होना चाहिये।
- पुस्तक संग्रह विकास समिति बनाना चाहिये जिससे कि पाठक भी उस समिति में अपना मत दें सके और संग्रह करने में आसानी हो जायेगी।
- 4. इस तरह अनुसंधानकर्ता का सुझाव है कि, बाल साहित्य, मल्टीमिडिया संदर्भ पुस्तकें, पुस्तकालय को अभी और बढ़ाने की आवश्यकता है। उपन्यास पत्र पत्रिका सामाचार पत्र को पुस्तकालय में बढ़ाने की आवश्यकता नहीं है पर इसके संग्रह स्तर को बनाये रखने की आवश्यकता है।
- पुस्तकालय में पुस्तक संग्रह के स्तर में सुधार की आवश्यकता है।

संदर्भ ग्रंथ सूची

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शिक्षक प्रशिक्षण में प्रायोगिक कार्य के प्रति छात्राध्यापकों की अभिरूचि डॉ. मंजू पाराशर

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Hindi Section

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डॉ. मंजू पाराशर *

Key Words : शिक्षक प्रशिक्षण, प्रायोगिक कार्य, छात्राध्यापक

सारांश

शिक्षक प्रशिक्षण में प्रयोगिक कार्य के प्रभावशाली उपयोग से आत्मानिर्भर व चिन्तनशील शिक्षकों का निर्माण संभव है। प्रत्येक स्तर पर शिक्षक प्रशिक्षण का उद्देश्य उन सभी व्यावसायिक सामाजिक दार्शनिक मनोवैज्ञानिक प्रशासनिक एवं जीवन मूल्यों से संबंधित गुणों के विकास से होता है। ये गुण स्वयं के वैयक्तिक विकास के साथ-साथ प्रभावी शिक्षण के लिए आवश्यक होते हैं। शिक्षक प्रशिक्षण को सशक्त बनाने के लिए प्रयुक्त नवाचार, प्रयोगिक क्रियाएँ, विधि प्रविधि, शिक्षक - व्यूह रचना एवं मूल्यांकन के आधुनिकतम उपकरणों का उपयोग अध्यापकों भविष्य की संभावनाओं की पूर्व तैयारी के लिए प्रेरित करता है। प्रस्तुत शोध अध्ययन सर्वेक्षण शोध है जिसमें न्यादर्श के रूप में जयपुर शहर के तीन महाविद्यालयों (बी.एड. बी.एस.टी.सी. व एन.टी.टी) के 40-40 प्रशिक्षणार्थियों का चयन किया है। शोध निष्कर्ष में पाया गया कि बी.एड. बी.एस.टी.सी व एन.टी.टी. के सभी प्रशिक्षणार्थी प्रशिक्षण में प्रायोगिक कार्य की प्रभावशीलता के प्रति समान सकारात्मक द्रष्टिकोण रखते हैं एवं शिक्षक प्रशिक्षण में प्रायोगिक कार्य का आवश्यक एवं महत्वपूर्ण स्थान स्वीकार करते हैं।

प्रस्तावनाः-

मनुष्य एक सामाजिक प्राणी है। समाज में रहकर ही अपना पूर्ण विकास कर सकता है। परन्तु जब उसका जन्म होता है तो एक नवजात शिशु के रूप में वह एक असहाय व असामाजिक प्राणी होता है। वह उठने-बैठने, चलने फिरने में भी असमर्थ होता है। उस समय वह संस्कृति, रीति-रिवाज व परम्पराओं से भी अनभिज्ञ रहता है। जैसे-जैसे वह बालक बड़ा होता है वह अपने परिवार व समाज में रहकर सामाजिक प्राणी बनता जाता है परन्तु इस समाजीकरण की प्रक्रिया में सबसे महत्वपूर्ण स्थान शिक्षा का होता है। शिक्षा वह ज्ञान है जो बालक रूपी हीरे की बाहरी चमक रूपी बुराइयों को दूर कर उसके आन्तरिक गुणों को जगमगा देता है, जिसके प्रकाश में बालक स्वयं अपने व्यक्तित्व का निर्माण करने में सक्षम हो सकता है। शिक्षा व्यक्ति की नैसर्गिक प्रवृत्तियों का शोधन और मार्गान्तरीकरण करके उसे समाज का सक्रिय सदस्य बनाती है। शिक्षा की प्रक्रिया में शिक्षक का स्थान महत्वपूर्ण है। शिक्षक ही वह एकमात्र साधन है जो पाठ्यचर्चा का विश्लेषण, प्रक्रिया और पश्च-परीक्षण को उद्देश्यानुरूप अधिगमकर्ता को स्मरण स्तर से चिन्तन स्तर तक अनवरत बनाये रख सकता है। शिक्षण उद्देश्यों का निर्धारण, शिक्षण व्यूह रचना से सम्बन्ध स्थापित करने, उनकी प्राप्ति के लिए अध्ययन-अध्यापन, संस्थिति, विधि प्रविधि का चयन व उपयोग आदि की व्यवस्था करता है।

अतीत काल में यह धारणा रही कि शिक्षक जन्मजात होते हैं, किसी भी प्रशिक्षण द्वारा उन्हें बनाया नहीं जा सकता है। प्राचीन काल में शिक्षण को उच्चवृत्ति माना जाता था। उस समय शिक्षक का कार्य विषय ज्ञान और कौशल सिखाना ही नहीं था प्रत्युत छात्रों को ज्ञान की प्राप्ति कराना था। वर्तमान काल में यह माना जाने लगा कि योग्य शिक्षक, प्रशिक्षण द्वारा ही बनाए जा सकते हैं। शिक्षक प्रशिक्षण को सशक्त बनाने के

लिए प्रयुक्त नवाचार, उद्देश्य, पाठ्यक्रम, शिक्षक-व्यूह रचना, विधि-प्रविधि एवं मूल्याकंन के आधुनिकतम उपकरणों का निर्माण तथा उनका उपयोग सीखने वाले को प्रभावित करने के साथ ही अध्यापकों को आत्मनिर्भर, चिन्तनशील तथा भविष्य की सम्भावनाओं की पूर्व तैयारी के लिए प्रेरित करता है।

कोठारी आयोग (1964-66) के अनुसार 'भावी शिक्षकों को शिक्षण क्रियाओं व कार्यक्रमों में निष्पादन की दक्षता व क्षमता प्रदान करने के लिए अध्यापक शिक्षा प्रचलित है।'

''एक शिक्षक का ज्ञान गहन होता है, दूसरे व्यक्ति में उस ज्ञान को प्रदान करने की क्षमता होती है, परन्तु जिस शिक्षक में ज्ञान और प्रशिक्षण की दक्षता दोनों होती हैं, वह सबका सिरमौर होता है।''

अलग-अलग स्तर के बालकों को शिक्षा देने के लिए उनके अध्यापकों में स्तर के अनुसार शिक्षण विधि, उद्देश्य, नवाचार, पाठ्यक्रम एवं मूल्यांकन के उपकरणों का ज्ञान होना आवश्यक है अतः माध्यमिक, प्राथमिक व पूर्व प्राथमिक स्तर के विद्यार्थियों को शिक्षित करने के लिए भावी शिक्षकों के लिए अलग-अलग पाठ्यक्रम चलाए गए हैं -

- 1. बी.एड. माध्यमिक स्तर का शिक्षक प्रशिक्षण
- 2. बी.एस.टी.सी. प्राथमिक स्तर का शिक्षक प्रशिक्षण
- 3. एन.टी.टी. पूर्व प्राथमिक स्तर का शिक्षक प्रशिक्षण

प्रत्येक स्तर पर स्थित का शिक्षक प्रशिक्षण का उद्देश्य उन सभी व्यावसायिक, सामाजिक, दार्शनिक, मनोवैज्ञानिक, प्रशासनिक, निर्देशन एवं जीवन मूल्यों से सम्बन्धित गुणों का विकास होता है जो एक विकसित एवं स्वस्थ शैक्षिक वातावरण के सृजन हेतु तथा प्रभावी शिक्षण की सफलता के लिए आवश्यक होते हैं।

वर्तमान समय में भारत में शिक्षक-प्रशिक्षण का पाठ्यक्रम अधिकांश विश्वविद्यालयों में लगभग समान है, जिसके अन्तर्गत प्रशिक्षण के सैद्धान्तिक व व्यावहारिक दोनों पक्षों को सम्मिलित किया जाता है। लेकिन देखा जाए तो शिक्षण का कार्य सिद्धान्त की अपेक्षा व्यावहारिक अधिक होता है। विद्यालय में नियुक्त होने पर, जब प्रशिक्षणार्थी एक अध्यापक का रूप लेता है तो उसे सभी कार्य प्रायोगिक रूप में करने होते हैं। अतः शिक्षक प्रशिक्षण में प्रायोगिक पक्ष अधिक महत्व रखता है और प्रायोगिक पक्ष के अन्तर्गत सैद्धान्तिक तत्वों को व्यावहारिक रूप में प्रस्तुत करना, सैद्धान्तिक ज्ञान का व्यवहार रूप में अपने शिक्षण में प्रयोग करने का व्यापक प्रशिक्षण दिया जाता है। अध्ययन के उदुदेश्य :

शोध अध्ययन हेतु निम्नलिखित उद्देश्यों का निर्धारण

किया गया है;

- शिक्षक प्रशिक्षण में पाठयोजना कार्यक्रम के प्रति छात्राध्यापकों की अभिरूचि का अध्ययन करना।
- शिक्षक प्रशिक्षण में सूक्ष्म शिक्षण कार्यक्रम के प्रति छात्राध्यापकों की अभिरूचि का अध्ययन करना।
- शिक्षक प्रशिक्षण में ब्लाक टीचिंग कार्यक्रम के प्रति छात्राध्यापकों की अभिरूचि का अध्ययन करना।
- शिक्षक प्रशिक्षण में ओपन एयर कार्यक्रम के प्रति छात्राध्यापकों की अभिरूचि का अध्ययन करना।

परिकल्पनाएँः

शोध अध्ययन में निम्नलिखित परिकल्पनाओं का गठन किया गया है;

- बी.एड., बी.एस.टी.सी. एवं एन.टी.टी. शिक्षक प्रशिक्षण में पाठयोजना कार्यक्रम के प्रति लिंग के आधार पर छात्राध्यापकों की अभिरूचि में अंतर नहीं होता है।
- बी.एड., बी.एस.टी.सी. एवं एन.टी.टी. शिक्षक प्रशिक्षण में सूक्ष्म शिक्षण कार्यक्रम के प्रति लिंग के आधार पर छात्राध्यापकों की अभिरूचि में अंतर नहीं होता है।
- बी.एड., बी.एस.टी.सी. एवं एन.टी.टी. शिक्षक प्रशिक्षण में ब्लाक टीचिंग कार्यक्रम के प्रति लिंग के आधार पर छात्राध्यापकों की अभिरूचि में अंतर नहीं होता है।
- 4. बी.एड., बी.एस.टी.सी. एवं एन.टी.टी. शिक्षक प्रशिक्षण में ओपन एयर कार्यक्रम के प्रति लिंग के आधार पर छात्राध्यापकों की अभिरूचि में अंतर नहीं होता है।

शोध विधि -

प्रस्तुत अध्ययन में शोधकत्री द्वारा शोध के उद्देश्यों को ध्यान में रखते हुए अनुसंधान की सर्वेक्षण विधि का चयन किया गया है।

न्यादर्शः -

प्रस्तुत अध्ययन में न्यादर्श के लिए जयपुर शहर के शिक्षक प्रशिक्षण महाविद्यालयों में से तीन महाविद्यालयों का चयन लॉटरी विधि से तथा बी. एड., बी. एस. टी. सी. व एन. टी. टी. के 40-40 प्रशिक्षणार्थियों (20 छात्राध्यापक व 20 छात्राध्यापिका) का चयन यादुच्छिक विधि से किया गया है। इस प्रकार अध्ययन में न्यादर्श के रूप में कुल 120 प्रशिक्षणार्थियों का चयन किया गया है।

उपकरण :

प्रस्तुत शोध में उपकरण के रूप में स्वनिर्मित प्रश्नावली का प्रयोग किया गया है।

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क्र.	कार्यक्रम	B.Ed.				B.S.T.C.			N.T.T.				
		Boys		Girls		Boys		Girls		Boys		Girls	
		हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं	हाँ	नहीं
1.	पाठयोजना पर अभिरूचि	91.4	8.6	90.7	9.3	89.1	10.9	87.1	12.9	91.7	8.3	94.3	5.8
2.	सूक्ष्म शिक्षण पर अभिरूचि	90.5	9.5	84.5	15.5	85.2	14.8	81.9	18.1	90.	10	94.5	5.5
3.	ब्लॉक टीचिंग पर अभिरूचि	91	09	87.5	12.5	90	10	88.5	11.5	94.3	5.8	94.3	5.7
4.	ओपन एयर पर अभिरूचि	92.2	7.8	88.3	11.7	93.3	6.7	93.6	6.4	91.9	8.1	98.3	1.7

सारणी -	1
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शिक्षक प्रशिक्षण में प्रायोगिक कार्य के प्रति अभिरूचि का अध्ययन (प्रतिशत में)

विश्लेषण -

परिकल्पनाओं के आधार पर अध्ययन के निष्कर्ष -

- प्रथम परिकल्पना शिक्षक प्रशिक्षण में पाठयोजना कार्यक्रम पर अभिरूचि से सम्बन्धित है। इस पर बी.एड. के छात्राध्यापक छात्राध्यापिकाओं ने क्रमशः 91.4 व 90.7 प्रतिशत, बी.एस.टी.सी. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 89.1 व 87.1 प्रतिशत व एन.टी.टी. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 91.7 व 94.3 प्रतिशत हाँ के विकल्प पर सहमति प्रकट की है। बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापक-छात्राध्यापिकाओं में से सर्वाधिक ने हाँ पर सहमति दी है।
- द्वितीय परिकल्पना शिक्षक प्रशिक्षण में सूक्ष्म शिक्षण कार्यक्रम पर अभिरूचि से सम्बन्धित है। इस पर बी.एड. के छात्रा ध्यापक- छात्राध्यापिकाओं ने क्रमशः 90.5 व 84.5 प्रतिशत, बी.एस.टी.सी. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 85.2 व 81.9 प्रतिशत व एन.टी.टी. के छात्राध्यापक -छात्राध्यापिकाओं ने क्रमशः 90 व 94.5 प्रतिशत हाँ के विकल्प पर सहमति प्रकट की है।

बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापक-छात्राध्यापिकाओं में से सर्वाधिक ने हाँ पर सहमति दी है।

 तृतीय परिकल्पना शिक्षक प्रशिक्षण में ब्लाक टीचिंग कार्यक्रम पर अभिरूचि से सम्बन्धित है। इस पर बी.एड. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 91 व 87.5 बी.एस.टी.सी के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 90 व 88.5 प्रतिशत व एन.टी.टी. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 94.25 व 94.25 प्रतिशत हाँ के विकल्प सहमति प्रकट की है।

बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापक-छात्राध्यापिकाओं में से सर्वाधिक ने हाँ पर सहमति दी है। उपरोक्त आँकड़ों से स्पष्ट होता है कि बी.एड. बी.एस.टी.सी व एन.टी.टी के छात्राध्यापक - छात्राध्यापिकाओं ने सर्वाधिक हाँ पर सहमति दी है। अतः व ब्लॉक टीचिंग को शिक्षक प्रशिक्षण में आवश्यक मानते हैं।

4. चतुर्थ परिकल्पना शिक्षक प्रशिक्षण में ओपन एयर कार्यक्रम पर अभिरूचि से सम्बन्धित है। इस पर बी.एड. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 92.2 व 88.3 प्रतिशत, बी.एस.टी.सी के छात्राध्यापक-छात्राध्यापिकाओं ने क्रमशः 93.3 व 98.6 प्रतिशत व एन.टी.टी. के छात्राध्यापक - छात्राध्यापिकाओं ने क्रमशः 91.9 व 98.3 प्रतिशत हाँ के विकल्प सहमति प्रकट की हैं।

उपरोक्त आँकड़ों से स्पष्ट होता है कि बी.एड. बी.एस.टी.सी व एन.टी.टी के छात्राध्यापक- छात्राध्यापिकाओं ने सर्वाधिक हाँ पर सहमति दी है अतः वे ओपन एयर सैशन शिक्षक -प्रशिक्षण में आवश्यक मानते हैं।

परिणाम

- बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापकों में पाठयोजना कार्यक्रम के प्रति अभिरूचि पर लिंग का प्रभाव नहीं पडता है।
- 2. बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापकों में

सूक्ष्म शिक्षण कार्यक्रम के प्रति अभिरूचि पर लिंग का प्रभाव नहीं पडता है।

- बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापकों में ब्लाक टीचिंग कार्यक्रम के प्रति अभिरूचि पर लिंग का प्रभाव नहीं पडता है।
- बी.एड., बी.एस.टी.सी. व एन.टी.टी. के छात्राध्यापकों में ओपन एयर कार्यक्रम के प्रति अभिरूचि पर लिंग का प्रभाव नहीं पडता है।

उपसंहार :

उपर्युक्त विश्लेषण व व्याख्या के आधार पर कहा जा सकता है कि बी. एड., बी. एस. टी. सी., व एन. टी. टी. के प्रशिक्षणार्थी शिक्षक प्रशिक्षण में प्रायोगिक कार्य के प्रति लगभग समान दृष्टिकोण रखते हैं। बी. एड., बी. एस. टी. सी., व एन. टी. टी. के छात्राध्यापक-छात्राध्यापिकाओं की पाठ योजना, सूक्ष्म शिक्षण, ब्लॉक टीचिंग व ओपन एयर सैशन के प्रति रूचि में अन्तर नहीं है तथा शिक्षक प्रशिक्षण में प्रायोगिक कार्य का आवश्यक व महत्वपूर्ण स्थान स्वीकार करते हैं।

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