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## **From the Chief Editor's Desk**

*It gives me immense pleasure to present 'Insight Journal of Applied Research in Education' Vol. 15<sup>th</sup> No. 1 for researchers, teachers & students of the Faculty of Education across the country. The volume consists of 19 research papers with few research articles. These research papers cover a broad spectrum of the themes pertaining to the field of Psychology, Philosophy, and Sociology. The research articles pertain to educational philosophy of S.Radha Krishnan & S. Vivekananda. The other papers cover the educational views on Sarva Shiksha Abhiyan (SSA), electronic media, career education etc. It is believed that these papers shall be of great importance to researchers working in the field of education.*

*I am highly obliged to Prof. Reyaz Punjabi, Hon'ble Vice-Chancellor, University of Kashmir for his academic patronage and administrative support. I also acknowledge the help and support of Prof. S. Fayyaz Ahmad, the Registrar of the University.*

*I would like to place on record the efforts of the members of the Editorial Board who worked as a team to see that the final script of the Journal is ready. However, for some technical reasons, there has been some delay in the publication of this volume for which the editorial board expresses its regret. Lastly, Dr. M.I. Mattoo deserves special appreciation for his keen interest in the collection and consolidation of the present volume.*

**Prof. Mahmood Ahmad Khan**



# Study Habits and Academic Achievement Among the Students Belonging to Scheduled Caste and Non-Scheduled Caste Group

Kiran Sumbali Bhan \*

Renu Gupta\*\*

## Abstract

The present study was conducted to ascertain the main and interactional effects of sex and caste on the study habits and academic achievement of students belonging to scheduled caste and non-scheduled caste group. A random sample of 200 students (scheduled caste and non-scheduled caste) was selected from high schools of urban areas of Jammu city. Study Habit Inventory by Dr. B.V. Patel was administered to all of them individually and regarding the academic achievement, the investigator obtained annual examination marks of two classes (VIII and IX). The marks were pooled together, added and then percentages found in order to obtain academic achievement index scores of boys and girls belonging to scheduled caste and non-scheduled caste group. The data was analysed by using two-way analysis of variance technique (ANOVA). The results revealed that sex has no significant impact on the study habits and academic achievement of students. Caste has significant impact on the study habits and academic achievement of students. Non-scheduled caste students have significantly better study habits and academic achievement than their counterparts scheduled caste students. However, no interactional effect of sex and caste was found on the study habits and academic achievement of students belonging to scheduled caste and non-scheduled caste group.

## Key Words:

Study habits; Academic Achievement; Scheduled Caste; Non-scheduled caste.

## Introduction

Study habit is an important aspect in the field of educational psychology and is ultimately related to achievement. Majority of the students face serious problems of how to study and lack of awareness is a hindrance to become good academic performers. It is in the absence of proper study habits and techniques that they fail to achieve the maximum within the limited time schedule. Like any other habits, study habits are also acquired through learning. Students get habituated to read and write in certain fixed ways. Most of the educational crisis such as underachievement, absenteeism, stagnation, academic dropout are usually concerned with the improper utilization of the study programmes with respect to study time (Raj and Sreethi, 2000). Poor habits of study not only retard school progress but develop frustration, destroy initiative and

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confidence and make prominent the feeling of worthlessness towards himself and the subject of the study whereas effective methods of study ensure success, happiness and sense of accomplishment (Smith and Littlefield, 1948). Poor study habits contribute to underachievement (Panchalingappa, 1995; Dhaliwal, 1971; Jain, 1967; Jha, 1970; Vanarase, 1970; Srivastava, 1967; Kapoor, 1987; Singh, 1984 and Sirohi, 2004). Good habits are the beauty of one's life. Healthy development of study habits give rise to healthy sentiments, feelings and desirable attitude. On the other hand, bad and unhealthy study habits create mental tension and give rise to the feelings of frustration and allow the development of conflicts and complexes which in turn spoil the equilibrium of the mind. A student cannot enjoy the learning and modify his behaviour according to the environment if he does not know the art of study. The regular and wide study of reading material widens the horizon of one's knowledge, develop thinking power and affect one's thought and behaviour. Regular study habits help the children to do better work with less effort and less time. Success in study depends not only on ability and hard work, but also on effective methods of study. The study habit is a voluntary activity which depends upon the home environment, arrangement of work, way of thinking and criticism, arrangement of the studies, concentration, preparation for examination, common habits, interest and school environment. The learning is not contented with mere production of habits, but rather with forming better habits. The educational practices which do not develop study habits among the students, lag behind in its aims. Good study habits are associated with the development of the reasoning ability and suitable methods of study. Without knowing the art of study, students cannot enjoy the learning. They will not be able to achieve as much as they are capable of and cannot take the advantage of economy of time, speed and energy with loss of equality and output. Study habits inspire and develop desirable behaviour. Happiness, efficiency and progress depends upon the cultivation of good study habits. It means to secure something by pain, attention, devotion, time and thought especially from books and journals. The essence of character and socialization is a formation of good study habits. Study habits motivate the students to become self-reliant and self-sufficient. Successful students are not just successful because they have good study habits. On the whole, some of the factors like personality, intelligence and achievement are associated with better study habits. Study habit is an efficiency to set goal to move forward in a right direction and achieve up to the mark. They are also capable of inculcating reading, listening, writing and understanding skills in students. Study habits are a well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing at examination (Deesa, 1959 and Akinboye, 1974). Study habits determine the academic achievement of students to a great extent. Both study habits and academic achievement are essential aspect of student's life to show better performance. Study habits and academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc. and



have different levels of academic achievement i.e. high and low. They also differ in the pattern of study habits. Some students have better study habits while the others have poor. Better the study habits better is the academic achievement. Academic achievement means how much knowledge the individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc. should be educated in their own way but if they possess good study habits they can show performance in academics and in every situations and if children do not possess good study habits they cannot excel in life. It is the study habit which helps the learner in obtaining meaningful and desirable knowledge. Good study habits act as a strong weapon for the students to excel in life.

### **Need and Importance of the study**

Proper study habits in an individual are of most significance and importance. It helps an individual to attain mental peace and enables him to interact in an impressive manner. It is quite natural that every individual is a slave of habits, whether good or bad. But it is witty to have good study habits as they benefit the students. Instead of wasting time in leisure, it is better to utilize every second in obtaining and acquiring knowledge and thus inculcate good study habits.

The problems of students belonging to different categories are so complex and numerous that they require an interdisciplinary approach. They have been studied by sociologists, anthropologists, psychologists, educationists and others. The need of present problem was felt from many angles. In general, there is difference in the study habits of scheduled caste and non-scheduled caste students. Scheduled Caste students are educationally and economically poor, they are not able to get good study material, they go to school but without proper facilities so they are not in a position to develop proper study habits. The parents of scheduled caste children are mostly illiterate they do not know how to develop good study habits among their children, which is of utmost importance. The size of the families is generally large in scheduled castes, due to this reason they take less interest in educating their wards. They take no interest in how their children learn or develop their study habits in comparison to non-scheduled caste students.

Non-scheduled caste students belong to high class society. They are educationally and economically well developed. They have proper facilities including good study material, cooperation given by their parents etc. People belonging to non-scheduled castes are mostly literate and size of the family is generally small. People take interest in their children and help them to develop good study habits. When the parents are educated they guide their children properly. Such children will have higher level of aspiration and they will also perform better in the examination as compared to other



children whose parents are illiterate and maladjusted.

People belonging to scheduled castes have been neglected in all spheres of life including education. This is the reason that they perform academically poor. In certain areas, the untouchability is still prevailing and this sometimes proves an impediment for all the parents to send their children to village schools. Scheduled Castes are not fully aware about the significance of education in social development of the societies. In certain situations when the children of scheduled castes are ignored in the schools by their classmates and sometimes by the teachers, as a result of which there is a psychological pressure on their thinking. It is the duty of teachers to provide congenial atmosphere to such students in order to ensure their development of good study habits and performing academically better. Thus, practice in good and regular study habits will prevent maladjustment and serious behaviour problems like truancy, day-dreaming, withdrawal, dropouts and juvenile delinquency in both the scheduled caste and non-scheduled caste group of students. Keeping in view the importance of the subject, the present problem was undertaken by the investigator.

### **Review of Related Literature**

Jamuar (1958) in his study revealed that academic achievement was found to be positively correlated to study habits. Gadzella (1978) found that girls had reported higher self-rating for study habits than boys. Narula (1979) indicated that sex was not found to influence academic performance. Rani (1980) in her study found that the academic achievement of the scheduled caste students was significantly lower than that of the non-scheduled caste students. Vedavalli (1983) reported that male students had better study habits than their female counterparts. Chauhan and Singh (1985) observed that there were no sex differences in the study habits of students. Misra (1986) found that the academic achievement of girls was superior to the academic achievement of boys. Chakrabati (1988) found that there was no significant difference in the academic achievement of boys and girls. Kour (1992) conducted a research on study habits among higher secondary school boys and girls and concluded that there were no differences in the study habits of boys and girls. Vyas (1992) in her study showed that the scheduled caste and non-scheduled caste students differed significantly in terms of academic achievement. Kour (1993) in her study found that there was no significant difference in the study habits of boys and girls. Shukla and Agrawal (1997) found that the level of academic achievement of scheduled caste students was lower as compared to non-scheduled caste students. Chattopadhyay (1998) in his study indicated that the academic achievement of scheduled caste students was found lower than the non-scheduled caste students. Devi (2000) in her study found that high achiever boys possessed better study habits in comparison to low achiever boys. High achiever girls



possessed better study habits in comparison to low achiever girls. Verma (2004) found significant difference in the study habits of boys and girls. The girls showed good study habits in comparison to the boys.

### **Objectives of the Study**

1. To find out the effect of sex on the study habits and academic achievement of students.
2. To find out the effect of caste on the study habits and academic achievement of students.
3. To find out the significant interactional effect of sex and caste on the study habits and academic achievement of students.

### **Hypotheses of the Study**

1. There is no significant effect of sex on the study habits of students.
2. There is no significant effect of caste on the study habits of students.
3. There is no significant interactional effect of sex and caste on the study habits of students.
4. There is no significant effect of sex on the academic achievement of students.
5. There is no significant effect of caste on the academic achievement of students.
6. There is no significant interactional effect of sex and caste on the academic achievement of students.

### **Delimitations of the Study**

1. The study was limited to a sample of 200 students only ( 100 scheduled caste and 100 non-scheduled caste).
2. The study was limited to govt. schools only.
3. The study was confined to Jammu city only.
4. The study was confined to 10<sup>th</sup> class students only.

### **Methodology**

**Sampling:** In the present study, a sample of 100 scheduled caste and 100 non-scheduled caste students studying in class 10<sup>th</sup> was randomly selected from govt. high schools of Jammu city.

### **Tools employed**

(a) **Study Habit Inventory:** In the present study, Study Habit Inventory

prepared and standardized by Dr. B.V. Patel (1975) was employed. The inventory consists of 50 items and each item consists of 1,2,3,4 and 5 columns. The subjects have to give response by putting mark in one of the boxes either at 1 or 2 or 3 or 4 or 5. It is an individual test suitable for use with both sexes. Scoring of the study habit inventory was done in accordance with the instructions given in its manual and scoring key prepared by the author. As there are five alternative responses of items in the questionnaire viz. always, often, sometimes, perhaps, never. For 'Always' response 5 score was given, for 'Often' response 4 score was given, for 'Sometimes' response 3 score was given, for 'Perhaps' response 2 score was given, and for 'Never' response 1 score was given. The high the score earned on this inventory, the good was the study habit of an individual.

**(b) Academic Achievement:** Regarding the academic achievement, the investigator consulted the examination incharge of each selected school and enquired about the marks obtained by X class students in previous two annual examinations (VIII and IX classes). The examination incharge teacher was kind enough to assist the investigator and in this way, the investigator obtained annual examination marks of two classes (VIII and IX) of students belonging to scheduled caste and non-scheduled caste group. The marks were pooled together, added and then percentages found in order to obtain academic achievement index scores of boys and girls belonging to scheduled caste and non-scheduled caste group.

**Statistical Technique employed** Two-way analysis of variance in the 2x2 factorial design was applied to the data concerned.

**Table 2**  
**Summary of two-way Analysis of Variance for 2x2 Factorial design showing the sum of squares and F-ratios for academic achievement scores, taken as criterion**

Sources of variance	SS	df	MS	F- ratios	Level of significance
Sex (A)	640	1	640	2.53	NS
Caste (B)	1664.1	1	1664.1	6.57	Sig. at .05 level
A x B (Sex x Caste)	144.4	1	144.4	0.57	NS
Within	9113.4	36	253.15		
Total	11561.9	39			



## **Interpretation and Discussion**

Table 2 indicates the influence of sex and caste on the academic achievement of high school students.

F-ratio value for the first main factor i.e. 'Sex' (0.02) has come insignificant as the value has come less than the table value (4.11 and 7.39 against 1 and 36 df). It indicates that there is no significant difference in the academic achievement scores of boys and girls. The finding is thus accepting the fourth null hypothesis completely. Similar results have been found by Narula (1979), Chakrabati (1988) and Singh (2004). However, Misra (1986) found contrary results in his study.

F-ratio value for the second main factor i.e. 'Caste' (13.77) has come significant at 0.01 level. This means that there is found significant difference in the academic achievement scores of students belonging to scheduled caste and non-scheduled caste group. This finding is thus rejecting the fifth null hypothesis completely. Similar results have been found by Rani (1980), Vyas (1992), Shukla and Agrawal (1997) and Chattopadhyay (1998). However, Verma (2004) found contrary results in her study. In the present study, the mean academic achievement score of students belonging to non-scheduled caste group has come greater (63.6) than the scheduled caste group (52.2). It means that the students belonging to non-scheduled caste group have high academic achievement than the students belonging to scheduled caste group. The reason behind is that the students belonging to non-scheduled caste group enjoy good educational facilities in good educational institutions with good teachers. Their parents are also well educated and employed. They help their wards in their studies which ultimately help them in increasing their academic performance, where as the parents of scheduled caste students are not properly educated and well employed. They have no awareness in the process of upbringing of their children which can ultimately help them in performing academically higher. So, the children of scheduled caste group lag behind than the non-scheduled caste group. Scheduled caste children are not able to avail proper educational opportunities by the formal educational set up, due to their socio-cultural backwardness and the gap between the school environment and family. Their poor economic conditions sometimes forces them to do manual labour. This is also the reason responsible for the low academic achievement among the students belonging to scheduled caste group.

F-ratio value for the third factor i.e. double interactional effect of Sex and Caste (0.03) has come insignificant as the value has come less than the table value (4.11 and 7.39 against 1 and 36 df). This finding is thus accepting the sixth null hypothesis completely. It means that there is found no interactional effect of sex and caste on the academic achievement of students.

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# Demographic Profile of Delinquent Adolescents-A Study

N. A. Nadeem\*  
Neelofar Khan\*\*  
N. A. Gash\*\*\*

## Abstract

*The study was conducted with an objective to analyze the demographic profile of delinquency prone adolescents. The sample of 150 subjects was drawn and Lidhoo's delinquency proneness scale and demographic profile sheet were administered to the subjects. Extreme group technique was used. The results revealed that the high and low delinquency proneness subjects differ from each other on all the areas of demography, viz:- parental education, parental occupation, type of family, birth order, type of accommodation and the monthly income of the family accordingly.*

**Key Words:-** Adolescents, Delinquency, Demographic profile.

## Introduction

Crime and delinquency are no recent phenomenon. Male violence in human behaviour is as old as organized human society. According to the Old Testament, the first crime was committed when our first ancestor's ate the fruit of the forbidden tree. As far back as 500 B. C Socrates said that, "children now have luxury. They have bad manners and contempt for authority. They show disrespect to their elder's and love to chatter in places of exercise". Today with the emergence of complex social conditions certain factor's e.g:- high density of population have been held responsible for various deviant behaviour including delinquent behaviour. Consideration of such factors, is comparatively modern approach as those have not been underscored by the earlier scientists. While discussing the factor's which heighten anxiety and result in various forms of maladaptive behaviour. Degler (1968) observed, "population explosion- population mobility, shift towards technology, oppression of minorities, corruption- ageing of our labour force" as important factor's which have adverse effects on the individuals in society.

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Marindale (1966) also accounted for a number of factors viz, heterogeneity, impersonality, complex organizations and secondary group control as conducive to heightened incidences of anti-sociality, especially in large urbanized societies. The picture seems to be more or less common in every country. Delinquency and crime are legal terms and their meaning varies from country to country, from one state to another in the same country. In India, any person 21 years or more of age convicted by a court for violating the provision of Indian Penal Code (IPC) and the Criminal Procedure Code (CrPC) is termed as criminal. Similarly, if a minor individual in the age group of seven to Eighteen is convicted by a court for violating the provisions of the children's Act, the IPC and CrPC he is termed a juvenile delinquent. S. E Morison finds Juvenile delinquency to be major social theme of the current period and he concludes about the phenomenon as "a peculiarly nastily product of the new freedom" involving "teen age monster's of both sexes who take drugs, rob, riot and kill. We have to search out this parameter from the broader perspective with reference to its causes and remedies so that we can realize the said target in our Educational area which we have pre-decided. An overview the literature, reveals the diverse opinions of different psychologists, sociologists and researchers as under:-

- (i) **Beccaria (1764 ) relates delinquency with physique and crime.** It has been found that delinquency is directly related to physical makeup and the crime rate in the social set up. The robust physical makeup of an individual is appealed towards the acts of delinquency and an approximate high crime rate also reveals that high delinquency rate positively. The review of literature is supported by Gluck and Gluck (1950), Kavaraceus (1966) and Gluck (1960). The delinquency is not always associated with under the roof environment, but in some instances it is more related to personality makeup i-e, physique.
- (ii) **Slawson (1926) relates delinquency with intelligence.** Delinquency and intelligence have positive correlation up to certain intensity level than after wards does not shows any interactions i.e, some works show that delinquency is negatively related with intelligence, but certain survey reports show "as the intelligence rate exceeds so does the delinquency"

(iii) **W. Healy (1915) relates delinquency with social conditions**, The socio-environmental conditions are also governing the rate of delinquency. Several sociologists (Ohlin, 1960; Cohen, 1955; Clinard, 1942; Merton, 1957; Reckless, 1955; Sutherland, 1937; Lindesmith, 1941; to name a few) have conceptualized crime and delinquency as social phenomena, developed through reasons embedded in the functioning of the social process. For instance it may be due to the association with antisocial groups and consequent absorption of criminal values. This group of scientists put the entire emphasis on the characteristics of different social conditions and social processes.

(iv) **Glacer and Rice (1959) relates delinquency with poverty**, Even in the current scenario of this decade the Socio-economic variable is directly related with the delinquency. Those societies which are traditional in nature have agrarian economy, have interactions with delinquency ascendance as the poverty is severe.

(v) **Gitten's (1952) relate it with broken homes and Trenamen (1952) relates delinquency with size of the family**, Broken homes and the size of family are the demographic criterions of delinquency. Using a psychodynamic procedure, different degrees of maladjustment among the delinquents were spotted by Schachtel (1951), Stott (1959), Shally and Toch (1962), Johnson and Szuerk (1952), Maitra (1965) and Shanmugam (1975) and many others. The overview of the literature and the works of above researcher's reveals that home environment directly influences the individuals behaviour either on normal or deviant behaviour.

### **Objectives of the study**

The study was undertaken with the following objectives:-

1. To identify high and low delinquent prone subjects.
2. To study and compare parental education of high and low delinquent prone subjects.
3. To study and compare parental occupation of high and low delinquent prone subjects.
4. To study and compare order of birth of high and low delinquent prone subjects.

5. To study and compare type of family of high and low delinquent prone subjects.
6. To study and compare monthly income and type of dwelling of high and low delinquent prone subjects.

### **Sample**

A sample is a small portion of population selected for analysis by observing the sample certain interferences may be about the whole population. Hence the process were by sample is selected is known as sampling. Sampling is of the great importance in the field of research. A good sampling leads to correct results. In view of the nature of the problem and the population under investigation, method of random sampling was selected present study 150 boys were selected from the Govt. Boys Higher Secondary Schools from district Srinagar.

The sample subjects (N=150) (class 12<sup>th</sup> 75 subjects, class 11<sup>th</sup> 75 subjects) studying in the Higher Secondary Schools with age range of (16-21 year) were selected from the following Higher Secondary's of District Srinagar on random basis viz: S. P. Boys Hr. Sec. M. A. Road Srinagar, M. L. Boys Hr. Sec. Nawakadal Srinagar and M. P. Boys Hr. Sec. Baghi Dilwarkhan Srinagar.

### **Tools Used**

The investigator selected following tools for the collection of required data:

- I. Lidhoo's delinquency proneness scale (1984) was used for the measurement of delinquency proneness.
- II. Demographic profile sheet constructed by the researchers for the measurement of demographic background viz. parental Education, parental occupation, type of family, order of birth, accommodation type and the monthly income of the high and low delinquency proneness subjects.



Statistical Analysis

Table 01.

Statistical Analysis

Comparison of high delinquency proneness (HD, N = 40) with low delinquency Proneness (LD, N =40) dimension wise on Demography

Factor os Demography	Sub-dimensions	Groups			
		(HD, N=40)		(LD, N=40)	
		Number	Percentage %	Number	Percentage %
IA' Parental Education Father's (F)	A1-illiterates	7	17.5	2	5
	A2-undermatric	9	22.5	7	17.5
	A3- matriculates	5	12.5	6	15
	A4-10+2	5	12.5	10	25
	A5-graduation	7	17.5	4	10
	A6-post graduation	5	12.5	8	20
	A7-Professional	2	5	3	7.5
IB' Parental Education Mother's (M)	B1-illiterates	19	47.5	16	40
	B2-undermatric	7	17.5	10	25
	B3- matriculate	6	15	3	7.5
	B4-10+2	5	12.5	3	7.5
	B5-graduation	0	0	2	5
	B6-post graduation	1	2.5	1	2.5
	B7-Professional	2	5	5	12.5
IC' Parental occupation Father's (F)	C1-Unskilled labour	6	15	4	10
	C2-Skilled labour	7	17.5	3	7.5
	C3- Business man	14	35	19	47.5
	C4-Class IV	12	30	8	20
	C5-Class III and above	1	2.5	3	7.5
	C6-Crippled ones	0	0	3	7.5
ID' Parental occupation mother's (M)	D1-Unskilled labour	0	0	0	0
	D2-Skilled labour	0	0	0	0
	D3- Business man	0	0	0	0
	D4-Class IV	8	20	9	22.5
	D5-Class III and above	1	2.5	2	5
	D6-House wive	31	77.5	29	72.5
IE' Order of birth	E1-First order of birth	25	62.5	23	57.5
	E2-Sedond order of birth	12	30	10	25
	E3- Third order of birth	3	7.5	4	10
	E4-Fourth order of birth or above	0	7.5	4	10

	F1-Nuclear	29	72.5	36	90
	F2-Joint	11	27.5	4	10
IG* Monthly income	G1- 1000 and below				
	1000	1	2.5	0	0
	G2-1000-5000	11	27.5	6	15
	G3-5000-10,000	14	35	16	40
	G4-10,000-15,000	5	12.5	9	22.5
	G5-15,000-20,000	8	20	6	15
	G6-20,000 and above	1	2.5	3	7.5
IH* Number of Family members	H1-3- members	6	15	3	7.5
	H2-4- members	9	22.5	13	32.5
	H3-5- members	10	25	15	37.5
	H4-6- members & above	15	37.5	9	22.5
II* Accommodation type	I1-Own House	32	80	35	87.5
	I2-Rental House	8	20	5	12.5
	J1-Pucca House	34	85	33	82.5
IJ* Type of House	J2-Kuccha House	4	10	6	15
	J3-Mixed	2	5	1	2.5
IK* Your age in Years	K1-16-18 years	27	67.5	37	92.5
	K2-18-20 years	9	22.5	2	5
	K3-20 and above	4	10	1	2.5
* HD=High delinquents					
** LD= Low delinquents					

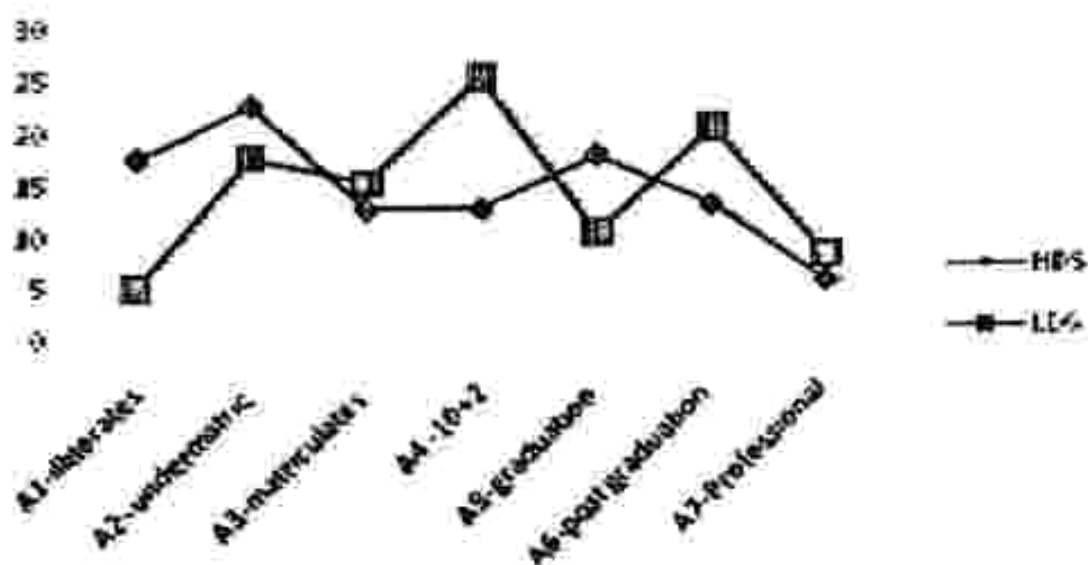


Fig. 1A: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on parental education Father's (F) through graphic representation.

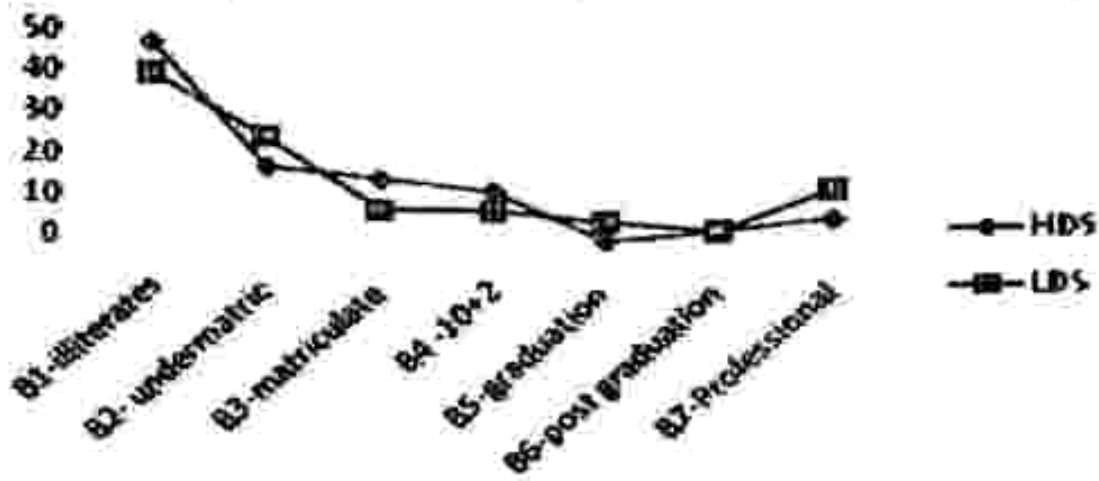


Fig. 1B: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on parental education Mother's (M) through graphic representation.

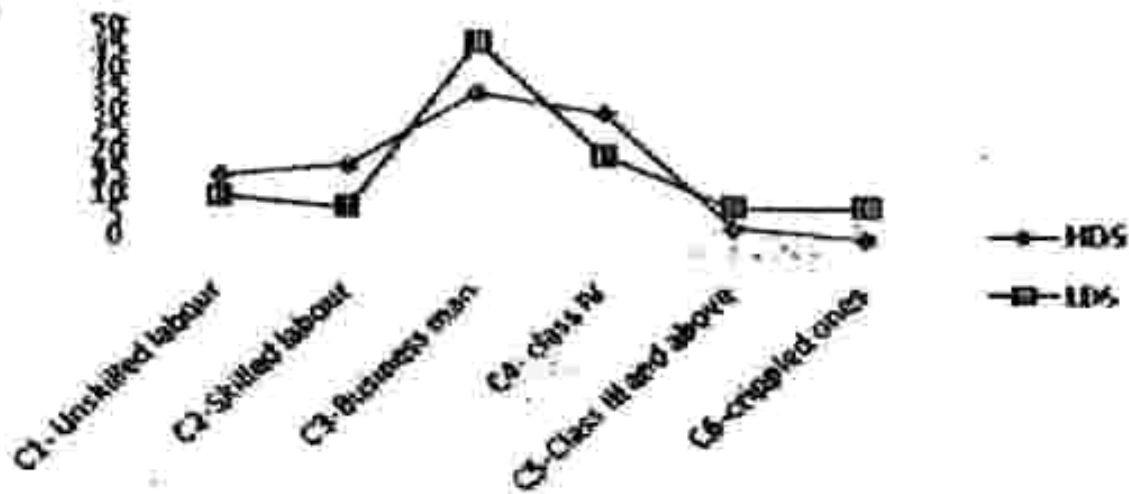
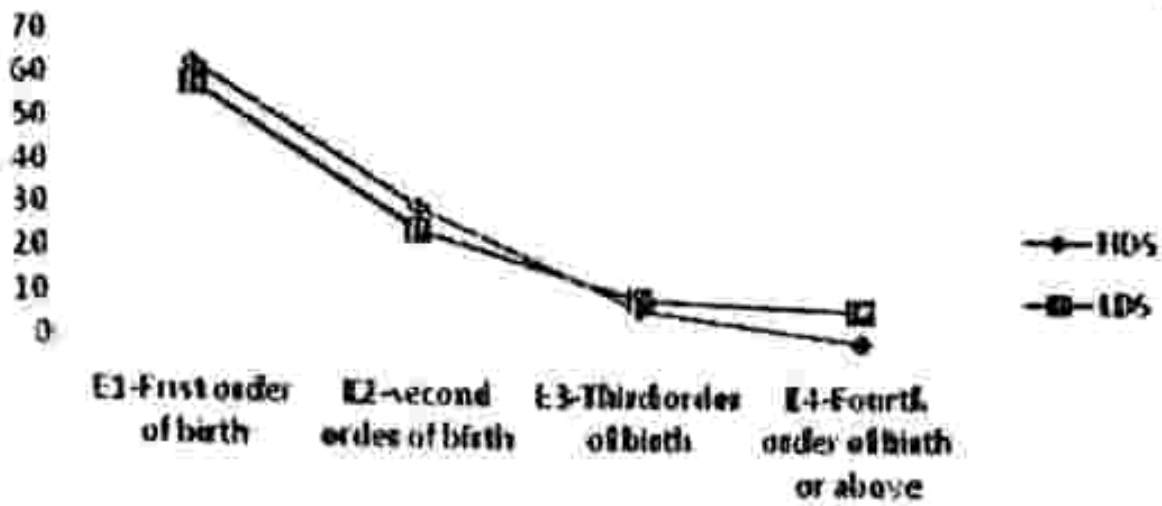


Fig. 1C: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on parental occupation father's (F) through graphic representation.

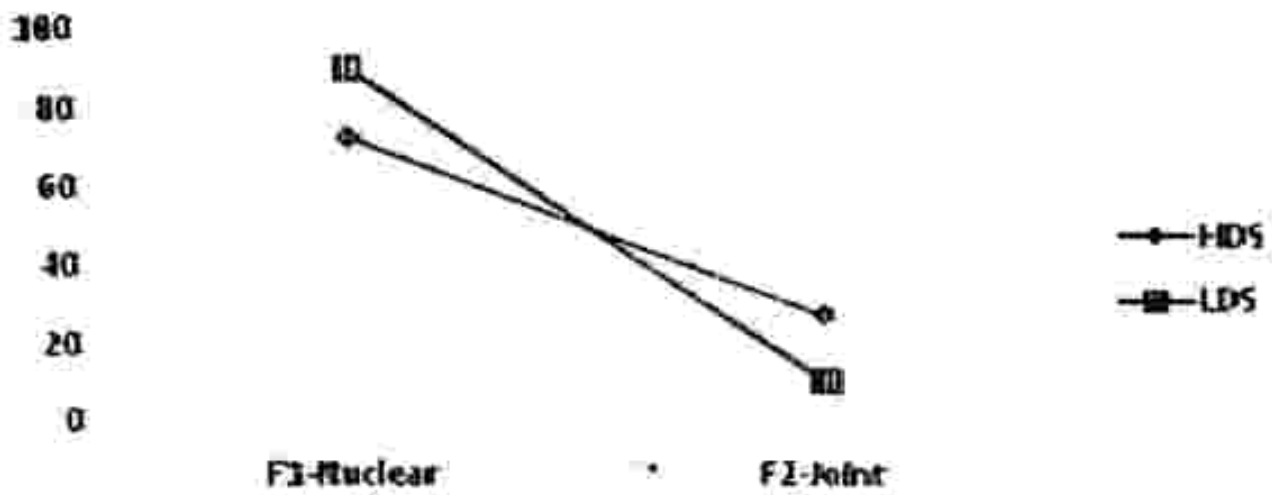


Fig. 1D: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on parental occupation mother's (M) through graphic representation.

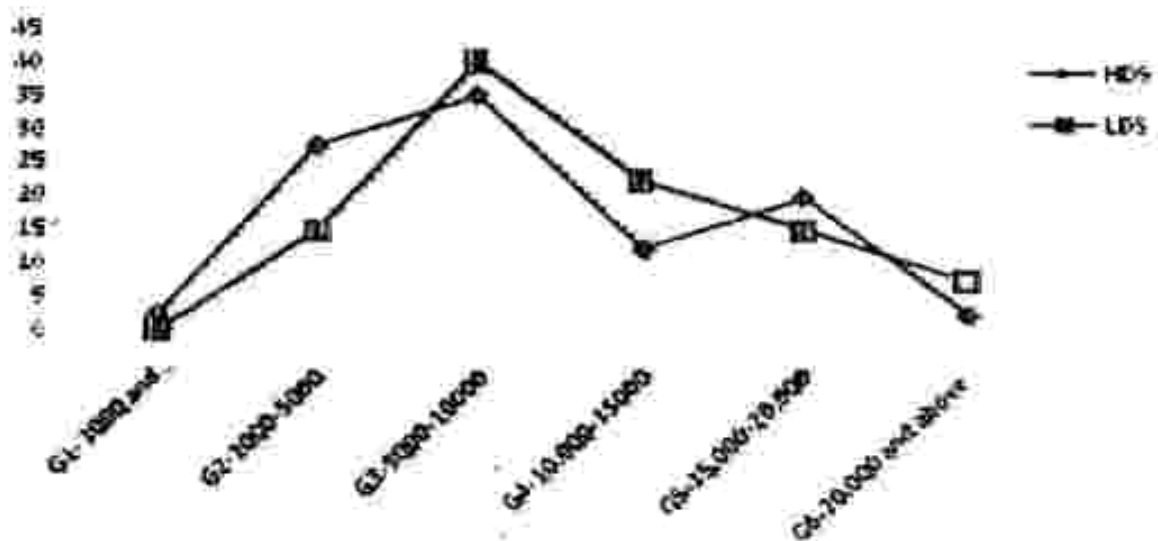




**Fig. 1E:** Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on order of birth through graphic representation.



**Fig. 1F:** Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on type of family through graphic representation.



**Fig. 1G:** Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on monthly income through graphic representation.

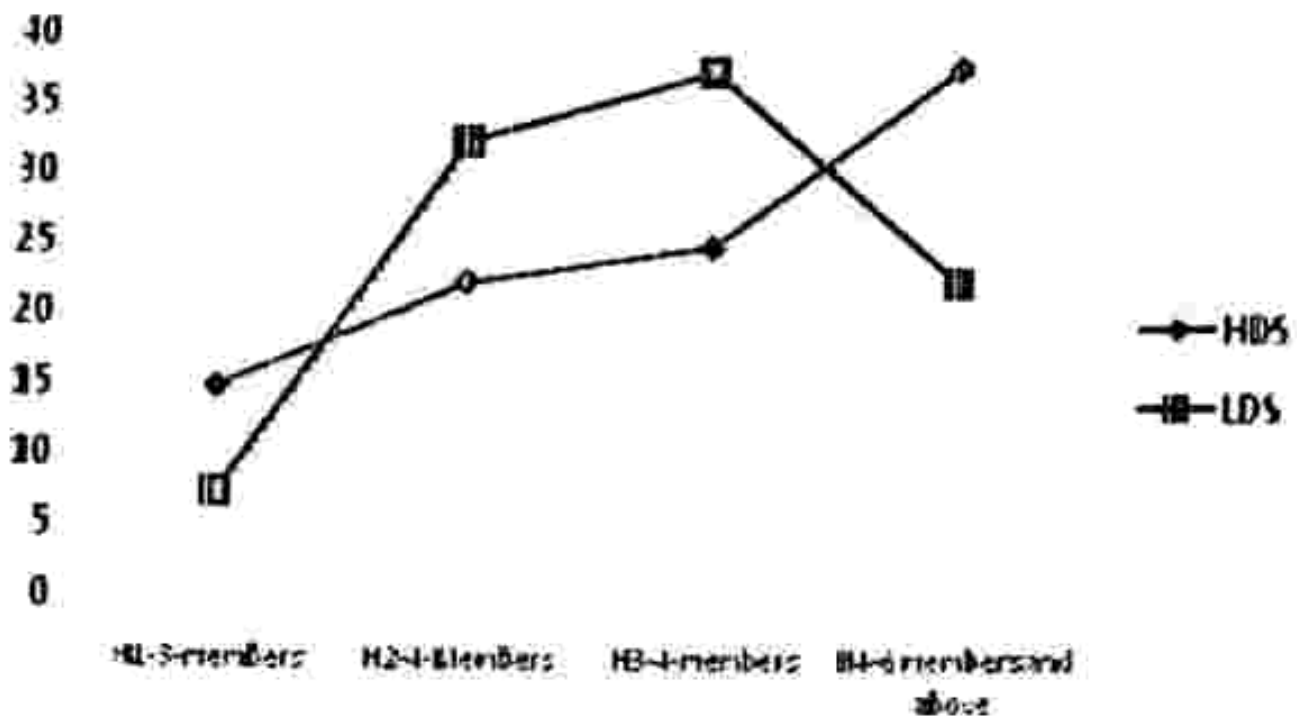


Fig. 1H: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on number of family members through graphic representation.

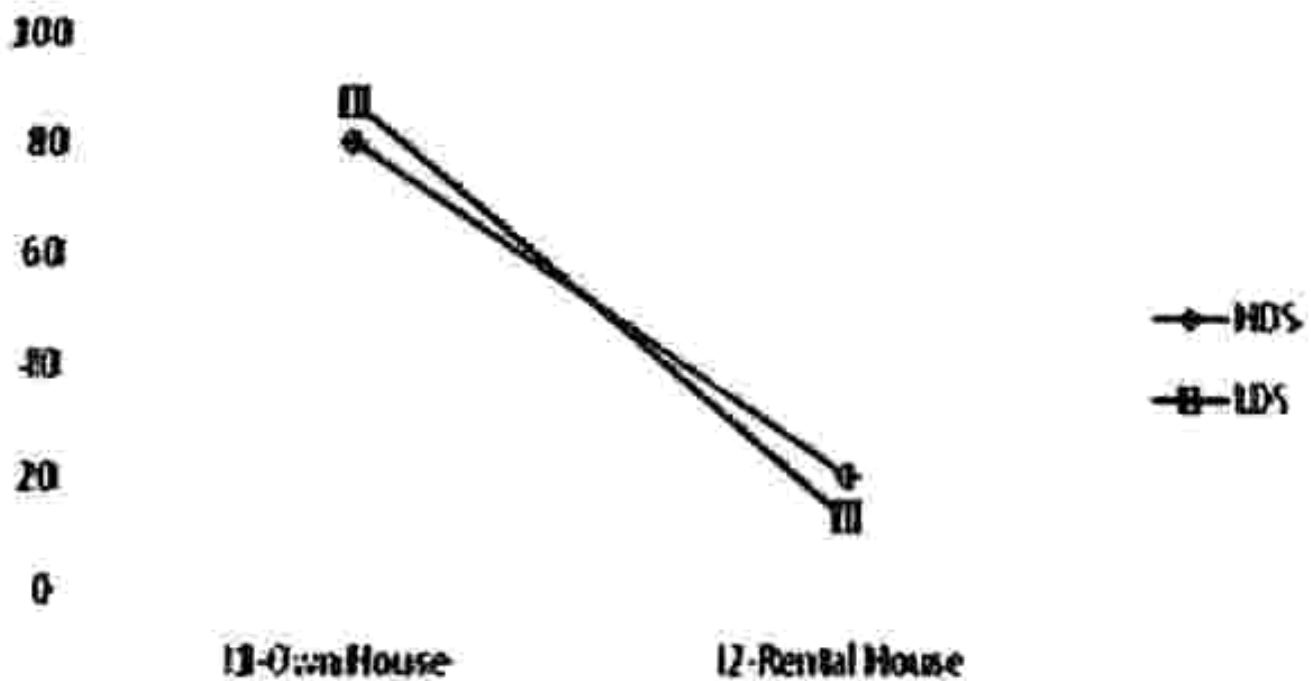
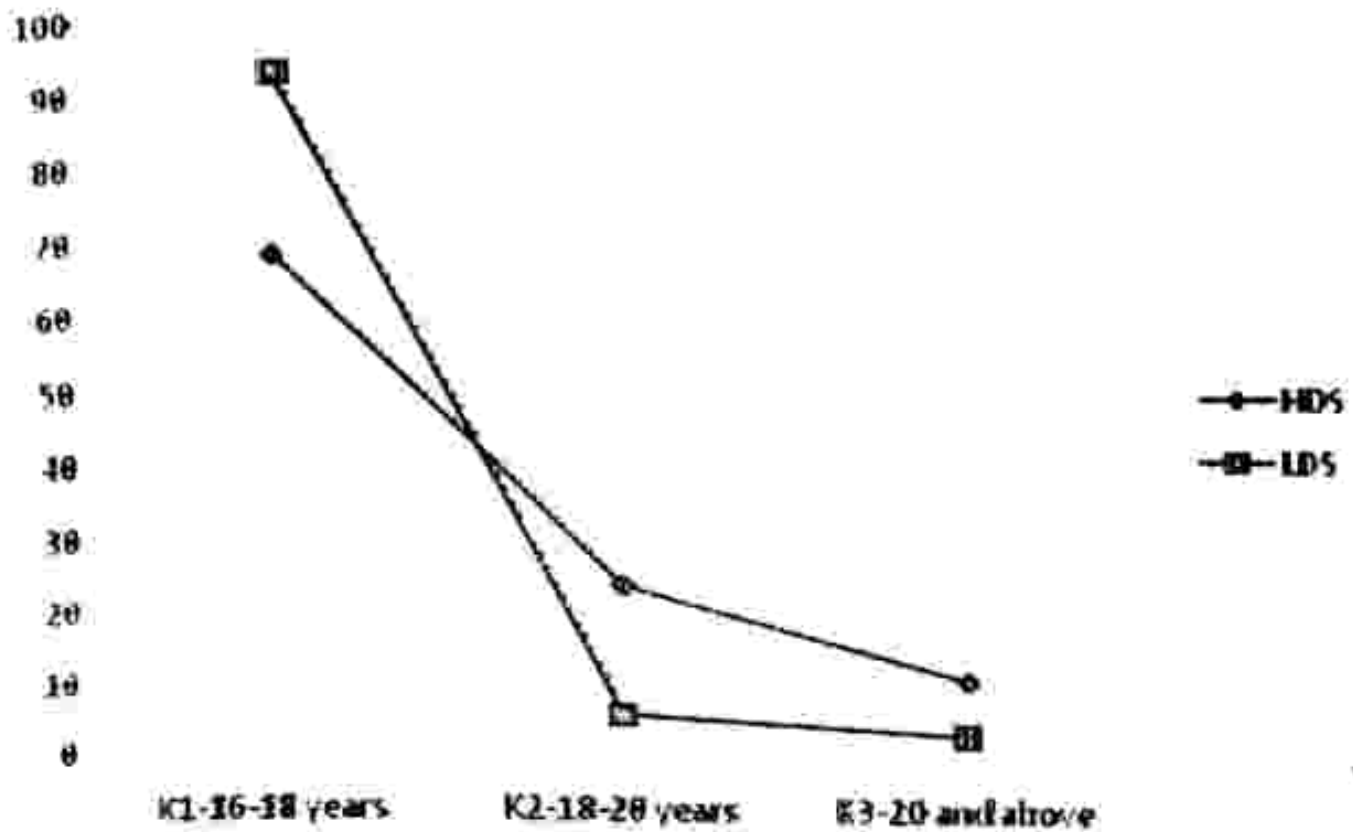


Fig. 1I: Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on accommodation type through graphic representation.



**Fig. 1K:** Factor wise comparison between high delinquency proneness (HD, N = 40) and low delinquency proneness (LD, N = 40) on your age in years through graphic representation.

### **Discussion and Interpretation**

Table 01 makes it obvious that the percentage value of the factors like IA (parental education father's), IB (parental education mother's), IC (parental occupation father's), ID (parental occupation mother's), IE (order of birth), IF (type of family), IG (monthly income), IH (number of family members), II (accommodation type), IJ (type of house) and IK (your age in years) of demographic profile of high and low delinquents are as:-

IA (parental education father's) the level of education ranging from illiteracy, graduation and post graduation of the parents (father's) of high and low delinquents shows difference.

IB (parental education mother's) the level of education ranging from matriculation, graduation and profession level of the parents (mother's) of high and low delinquents shows difference.

IC (parental occupation father's) the level of occupation ranging from skilled labour, class III and above employees and the parents (father's) of high and low delinquents shows difference.

ID (parental occupation mother's) the level of occupation ranging from class III and above dimension of the parents (mother's) of high and low delinquents shows difference.

IE (order of birth) the level of order of birth ranging from first order of birth to



fourth order of birth and above of high and low delinquents shows difference.

IF (type of family) the level of the type of family ranging from nuclear to joint of high and low delinquents shows difference.

IG (monthly income) the level of monthly income ranging from 1000 and below 1000, 1000-5000, 10, 000-15, 000 and 20, 000 and above dimensions of high and low delinquents shows difference.

IH (number of family members) the level of the numbers of family members ranging from 3, 4 and 6 member dimensions of high and low delinquents shows difference.

II (accommodation type) the levels of accommodation type ranging from own house to rental house dimension of high and low delinquents shows difference.

IJ (type of house) the level of the type of houses on of high and low delinquents shows difference.

IK (your age in years) the age in years ranging from 16-18 years to 20 and above years high and low delinquents shows difference.

After the analysis of the data and interpretation it was found that the demographic profile is directly related with the delinquency on its diverse dimensions. If we as the educationists have to improve and eradicate delinquency proneness from our socio-political and legal spheres then we have to take cognizance of the intervening effect of these demographic sub-parameter.

## **Major Findings**

The findings of the present study depicts as:-

1. The high and low delinquency proneness subjects were identified by 27% extreme group technique, in which high delinquency proneness subjects had 58 and above scores, where as the low delinquency proneness subjects had 41 and below scores respectively.
2. i. Parental education is directly related to delinquency. If the parental education is high the chances of delinquency are least.
3. ii. Parental occupation is directly related to delinquency. As the parental occupation is of higher standard, their adolescents are least delinquent. While as when the parental occupation is of lower standard then their children are more proneness to delinquency.
4. iii. The order of birth shows the direct effect on the proneness to delinquency (high and low deviance).
5. i. The familial relations also depicts the ranges of delinquency. i-e, in case of joint families, adolescents have higher chances to become delinquent. Where as the nuclear families adolescents have least chances of becoming delinquent (interaction effect).
- ii. As the number of family members raises the chances of deviance among adolescents are high. Where as the chances of deviance declines as the

number of family members decreases.

6. i. Socioeconomic status which is decided by the monthly income of the family has also a negative correlation with delinquency. i.e., when the socioeconomic status is higher the chances of delinquency are least. While as, when the socioeconomic status is lower than the chances of delinquency are high.
6. ii. The accommodation type and the type of houses also have an inverse relation of high delinquents. For example, in case of high delinquents proneness subjects the accommodation type and the type of houses are of lower standard.

## Conclusion

In the concluding lines we may summarize it as that high delinquents; parental education, parental occupation, type of family, socioeconomic status, number of family members, accommodation type, type of house and the order of birth like factors are directly related to their deviance.

For the remedial and prevention of the same problem, the sociologists, psychologists, educationists and researchers should embark upon the implications of the present study and take appropriate measures to prevent social deviance from being nurtured in the society.

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# Construction and Standardization of Job Activity Analysis Scale (JAAS)

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## Introduction

In many spheres of life persons have to get subjected to rigorous scrutiny for one reason or the other. The chief reason to this is that life in the formal world is about ties, relationships and responsibilities hence it will be wise to have an understanding of the background of the kind of persons and professions (jobs) that one intends to get involved with.

Before understanding what Job Analysis entails, it is important to understand fully the technical definition of a job. A job is a collection of tasks, duties or responsibilities assigned to an individual. A job exists regardless of who performs the functions. Job activity analysis is a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job. Analysis of activities or processes that an individual is called upon to perform is important both in educational institutions and in various types of social agencies. This process of analysis is appropriate in any field of work and at all levels of responsibilities. It is useful in the educational institutions where needed skills and competencies of staff are carefully studied in jobs ranging in complexity from unskilled staff to institutional administrator.

Job activity analysis is useful for many reasons. It can facilitate employee performance, evaluation and promotions by identifying the level of work, the employee has been accomplishing well and specifying the level of work required for the job.

Job Activity Analysis Scale provides us with an understanding of what and how an administrator performs his duties and responsibilities in an institution. The test results of JASS will be of great importance to see the relationship between job activity of administrators and institutional outcome. This will also help in institutional survey which can be done periodically and based on the results necessary changes in the activities can be worked out and implemented.

## Objective:

To construct and standardise JASS for the analysis of job activity of educational administrators at secondary level.

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## **Review of related literature:**

Some studies have focused on the job activity of administrators. Shukla - (1983); Singhat et al- (1986); Batra & Majumdar-(2003) identified a lack of academic supervision and support in govt, and private senior secondary schools. Morris, Porter-Gehrie and Hurwitz-(1984) described and analysed the activities of school principals. They found that principals usually spend less than half their work day in their offices, that they have a good deal of discretion in their decision-making and that the principal's behaviour "affects four distinct constituencies" : teachers and students, parents and others in the community, superiors, and the principal himself or herself. Argyris-(1993) found that school supervision and support is indispensable for improving the quality of education. Grauwe-(2004) found that "modern" approaches to fostering school quality such as school self-evaluation are not in accord with school and supervisory practices in India. Clarke and Jha-(2006) found that lack of supervisory personnel in relation to demand has led to poor monitoring because inspectorial visits are too few. Gupta and Aggarwal-(2007) found that there is an apparent gap in providing guidance, help and support for improving the teaching learning process and the professional development of teachers. Rajvir Tyagi-(2009) found that senior secondary school heads used different ways to develop teachers. They acted as role models and prepared documents, guidelines for reflective practices. They respected and trusted teachers while asking suggestions from them regarding improvement in their performance. They introduced innovations in their schools to provide professional support to develop teachers. The heads of schools collaborated with other schools to develop learning innovations for reflective practices.

## **Defining and Identification of the Areas of the scale:**

In pursuance of the decision to construct JAAS, the researcher made an exhaustive review of literature to decide upon the area as well as the statements under each of these areas. A few experts in the field were also consulted for expert opinion and discussions were held with few administrators to obtain the functional connotations of what administrators need to do. With all this, investigator could decide upon the major activities that an administrator needs to perform. The researcher after consultation and discussion with a few experts, decide to have the five major areas of the scale namely:

### **1 Managing Institutional Support Service (R)**

An administrator is responsible for managing the support services in an institution. This area includes the items pertaining to the activities as budgeting, planning and spending the budget, initiating the purchase of supplies, materials, equipments from the approved budget, maintaining an inventory of these items, monitoring repairs and maintenance in the institution.

## **2 Managing the Instructional Program (S)**

An administrator who is also concerned with managing Instructional programs so this area comprises the statements related to the factors and conditions within an institution that influence student learning. It also includes the nature of cooperation and support an administrator receives and provides to his staff and suggestions provided to authority regarding curriculum development. Items related to human resource planning, teaching, recruitment, training, performance appraisal is also included in this area.

## **3 Managing the Community Relations: (T)**

An institution is not an independent or isolated entity; it operates in a social context, an important element of which is the community. Because of this, every administrator needs to develop a good understanding of and competency in building and maintaining effective institutional-community relations. This area includes the statements pertaining to the opportunities given to institution and its constituencies (which are staff members, teachers, students, parents, news media personnel and others interested in an institution) to participate in the institutional matters.

## **4 Professional and Personnel Development: (X)**

Education is a service rendered by the staff. The service provided will be directly affected by the calibre of the staff. Administrators must eventually recognize and accept the fact that they must provide an opportunity to every employ to improve their performance, must engage in continuing professional development in order to remain effective in their institutions and they find ways to organise their time better so that they can pursue such activities and be able to respond effectively to present and future challenges

This area includes the statements pertaining to the opportunity given by an administrator to his employees to improve their professional skills and thereby their performance and also, the opportunity taken by an administrator himself for his professional growth.

## **5 Supervision and Appraisal :( Y)**

Supervision is a process to capitalize on the strengths and correct the weakness. It is a process of providing guidance and professional support to staff. This area includes statements pertaining to the supervision, that is, of an individual, group, product or program.

## **Development of the Scale:**

The scale has been developed in accordance with the standard procedure of test

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# **A Comparative Study of Emotional Intelligence and, Value Patterns of Adolescents of Government and Private Schools.**

*Mubark Singh\**

To produce cultivated citizens with moral code is the target of value oriented education. Achievement of this target is only possible when learners in our educational system would be emotionally mature. So the emotional intelligence is the way which shapes the value patterns of an individual. To a great extent emotional intelligence and value patterns are two different factors to determine the differences in the individuals. Various psychologists and educationists conducted studies on emotional intelligence separately. Psychologists said that the person who shows good emotions and has the capacity to reason with emotions and manage them in different fields of life, he is an intelligent person. Persons of different professions have different values. Values shape most of man's activities. It helps the individual to have interest in one or other professions. The profession that an individual selects is guided by ones value. The knowledge provides major clues to the person to select profession of his choice e.g. social worker lays emphasis on social values. Various studies have been conducted on emotional intelligence and value patterns separately but combined study has not been conducted so far. So the investigator took up the present comparative study of emotional intelligence and value patterns of adolescents studying in government and private schools.

## **Review of Related Literature**

Tapia (1998) explored the relationship of emotional intelligence and academic achievement and found that there existed a low relationship between emotional intelligence and academic achievement. Miglani (2001) found a significant relationship between emotional intelligence and academic achievement. Deep (2001) found that emotional stress affects the academic achievement of students. Kour's (2001) study indicated positive correlation between general intelligence and emotional maturity. Dewan (2003) found that students with average academic stress were more emotionally stable as compared to students having high academic stress. She further found that family stress of students belonging to both urban and rural areas affect their academic achievement. Indu H. and Nishakumari D. (2010) studied emotional intelligence of college students of Coimbatore city and found that post-graduate students are more emotionally intelligent as compared to under-graduate students. Arts students demonstrated more interpersonal skills than science and commerce students.

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## **Statement of the Problem**

In the present study, the investigator attempted to make the comparative study of emotional intelligence and value patterns and the present problem under investigation is briefly stated as "A comparative study of Emotional Intelligence and Value Patterns of Adolescents of Government and Private Schools."

## **Objectives of the Study**

Following are the objectives of the present study:

1. To study the difference in intrapersonal and interpersonal awareness, management of students studying in government and private schools separately.
2. To study the difference in emotional intelligence of students studying in government schools.
3. To study the relationship between the emotional intelligence and value patterns of students studying in government and private schools separately.

## **Null hypotheses of the study**

1. There will be no significant difference in intrapersonal awareness of students studying in government and private schools.
2. There will be no significant difference in interpersonal awareness of students studying in government and private schools.
3. There will be no significant difference in intrapersonal management of students studying in government and private schools.
4. There will be no significant difference in interpersonal management of students studying in government and private schools.
5. There will be no significant difference in emotional intelligence of students of students studying in government and schools
6. There will be no significant relationship between the emotional intelligence and value patterns of studying in government schools.
7. There will be no significant relationship between the emotional intelligence and value patterns of studying in private schools

## **Method and Procedure**

### **Sample**

The sample of the present study comprised of secondary school students studying in Udhampur district. Cluster random sampling technique was used for selection of subjects. The sample comprised of 80 male students and 80 female students.

## Tools

In the present study, the investigator used following tools:

### 1. Mangal Emotional Intelligence Inventory

This inventory was constructed by Dr S.K Mangal and Mrs. Shubhra Mangal. The inventory used was in English and meant for students of 16+ years of age. It was used for measurement of their Emotional Intelligence in respect to four areas i.e. intrapersonal, interpersonal awareness and intra-personal and inter-personal management. The inventory consisted of 100 items having 25 items in each area in 'Yes' & 'No' form. For each correct response, the respondents were awarded one mark.

### 2. Ansari Value Orientation Scale

This test has been constructed by Dr. S. A. Ansari. It consists of forty-seven (47) items with 'Yes' & 'No' form. One mark is awarded for correct response.

## Data Collection

Researcher himself administered the tools and collected the data.

## Analysis of Data and Findings

For analysis of data the investigator used 'CR' test and 't' correlation technique of Karl Pearson. The 'CR' testing significance of mean differences between mean scores of intra-personal awareness of students studying in government and private schools indicated that there were significant differences between government and private school students with regard to intra-personal awareness ( $CR=3.55; p < .01$ ). Moreover, government school students showed better intra-personal awareness as compared to private school students ( $M_{govt.}=12.07$  and  $M_{pvt.}10.9$ ). Hence, the hypothesis 'there will be no significant difference in the intra-personal awareness of students of govt. and private schools is rejected. Similarly, 'CR' testing significance of mean differences between mean scores of inter-personal awareness of students studying in government and private schools indicated that there were significant differences between government and private school students with regard to inter-personal awareness ( $CR=4.52; p < .01$ ). Moreover, government school students showed better intra-personal awareness as compared to private school students ( $M_{govt.}=12.9$  and  $M_{pvt.}11.27$ ). Hence, the hypothesis 'there will be no significant difference in the inter-personal awareness of students is rejected.

The value of Critical Ratio for the difference between mean scores of students in respect of intrapersonal management came out to be significant ( $CR=12.58; p > .00$ )



Results showed significant differences between students belonging to government and private schools in intra-personal management. Hence, the hypothesis 'there will be no significant difference in the intra-personal management of students of government and private schools' is also rejected.

The value of Critical Ratio for the difference between mean scores of students in respect of interpersonal management came out to be significant ( $CR=12.58; p>.01$ ). Results showed significant differences between students belonging to government and private schools in inter-personal management. Hence, the hypothesis 'there will be no significant difference in the inter-personal management of students of government and private schools' is also rejected.

The value of Critical Ratio for the difference between mean scores of students in emotional intelligence came out to be significant ( $CR=13.26; p>.01$ ). Results showed significant differences between students belonging to government and private schools in emotional intelligence. Hence, the hypothesis 'there will be no significant difference in the emotional intelligence of students of government and private schools' is also rejected. Further it can be interpreted that the government school students have significantly higher emotional intelligence as compared to private schools ( $M\ gov. =52.25$  and  $M\ pvt. =42.58$ ).

The correlation between emotional intelligence and value patterns is 0.39 which was significant at .01 level. Therefore we can say that the students studying in government will have higher level of emotional intelligence if they possess better values of life. Thus the hypothesis, 'there will be no significant relationship between emotional intelligence and value patterns of students belonging to government school's is rejected.

### **Educational Implications**

Present study has implications for the parents, educational administrators, planners and curriculum designers. The significant results of the study indicate that we can give proper guidance to the students for their emotional intelligence and value patterns. This study can guide the students in a proper way to improve their value patterns in the light of their emotional intelligence. The parents should give more to their wards and should monitor them continuously according to their emotional intelligence to develop the value patterns.

The study reflects that the emotional intelligence of students is directly related to their value patterns. This study could be helpful to the teacher to shape the personality of

the students in such a manner that they would be able to stabilize their emotional intelligence as well as their value patterns. Curriculum framers when develop curriculum framework should keep in mind to emphasize methods and techniques which prove helpful in the stability emotional intelligence value patterns of a student.

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# A Comparative Study of Mental Health and Academic Achievement of the children of Working and Non-working Mothers

M. Y. Ganai\*  
Hena\*\*

## Introduction

A mentally healthy person is well adjusted to social norms, cheerful, socially considerable, accepts reality, satisfied with his vocation and gets along with minimum of friction and tension and remains optimistic in life. Mental health is a condition and a level of functioning which is socially acceptable and personally satisfying. The term mental hygiene refers to the development and application and a set of practical principles directed towards the achievement and maintenance of psychological well being of human organism and prevention of mental disorder and maladjustment (Bernard, 1951, Jhorpe, 1950). Mental hygiene as a separate discipline is relatively recent having originated early in the 20th century. Clifford Whillingham Beers, is called the father of Mental Hygiene. "A Mind that found itself," by Prof. Beers published in 1908 is one of the first important contributions in the field of mental health. This book is an account of normal mental balance by a person who was suffering from some ailments is caused due to failure of the individual to adjust himself with situations and requirements of environment. This maladjustment leads to the development of various mental ailments. If all persons who deal with others especially parents, teachers and employers, were governed by the requirements for mental health there would have been fewer unhappy and inadequate personalities for clinicians to treat. The constructive measures designed to develop effective personalities are termed mental hygiene.

Mental hygiene is essentially prophylactic, i.e.: it is aimed primarily at the development of mental and personality characteristics in such a way that mental difficulties, disabling symptoms and maladjustments are largely precluded or at least minimized. Many children are with adjustment difficulties and failing mental health simply because they are inadequate to meet the demands and difficulties of daily living, in such instances the points of prevention has already passed, and it becomes necessary to utilize the principles of mental hygiene in an ameliorative fashion.

## Need and Importance of the Study

Ours is the age of tremendous growth of knowledge and rapid social change. More scientific and technological advances have been made in the past fifty years than in all previous recorded time; for many people the pace of change is simply too fast resulting in what has been termed future shock. Modern science and technology affects all phases of our life. The stress of modern life indicated by the incredible amount of tranquilizers, sleeping pills and alcoholic beverages consumed in society; by the

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emergence of heart attack as the leading cause of death in our society, by the marked increase in suicide among our youth; and by alarming increase in delinquency and crime particularly crimes of violence. Despite the stress of modern life, most people still manage to "muddle" through worrying along and solving their problems after a fashion. But for many people stress proves too great. This does not mean that effective personality adjustment is impossible in modern life. It does mean however, that many of us encounter serious difficulties in dealing with life's problems. The school is not to teach, but to cure body and minds are not to use for self forgetful ends, but to dwell with Narcissus adoring anxiety; the arts, not to give joy and light but to be scanned for a "diagnosis" of some trouble, a solution of some problem. "or else exploited for the common good in occupational therapy. Mental hygiene in classroom means simply the direct or indirect application of principles of mental health to the students and student's relationships in such a way as to preclude the development of undesirable or inefficient methods of thinking, feelings or behavior. The growing concern with mental health is growing the need for prevention of mental illness. The preventive work aims at improving the factors that influence psychological development. This calls for a programmed research to identify the factors that may affect mental health. This helps to strengthen conditions which are conducive to positive mental health. This for the development of society in the scientific competitions age, it is the teacher who can teach mental hygiene to the children in the class which in turn can maintain balanced mental health. Srinvasa Murthy, K and Wig, N.N have recognized that there is plurality in approaches to health and disease and gradually the masses are moving towards a medical model. In degeneration of mental health requires greater coordination dialogue among the different professionals working in this area.

### **Objectives**

The following objectives have been formulated for the present study:-

1. To study the mental health of children of working and non working mothers.
2. To study the academic achievement of children of working and non working mothers.
3. To compare children of working and non working mothers on various dimensions of mental health.
4. To compare children of working and non working mothers on their academic achievement.
5. To compare male children of working and non working mothers on various dimensions of mental health.

6. To compare female children of working and non working mothers on various dimensions of mental health.
7. To compare male children of working and non working mothers on academic achievement.
8. To compare female children of working and non working mothers on academic achievement.
9. To compare male children of working and female children of working mothers on academic achievement.
10. To compare male children of non working and female children of Non working mothers on academic achievement.

## **Hypotheses**

The following hypotheses have been formulated for the present investigation.

1. The children of working and non working mothers differ significantly on various dimension of mental health.
2. Male children of working and non working mothers differ significantly on various dimensions of mental health.
3. Female children of working and non working mothers differ significantly on various dimensions of mental health.
4. Children of working and non working mothers differ significantly on academic achievement.
5. Male children of working and non working mothers differ significantly on academic achievement.
6. Female children of working and non working mothers differ significantly on academic achievement.
7. Male children of working and female children of working mothers differ significantly on academic achievement.
8. Male children of non working and female children of non working mothers differ significantly on academic achievement.

## **Methodology And Procedure**

### **Sample**

The study was conducted on a sample of 120 students , 60 children of Working mothers (30 male and 30 female) and 60 children of Non Working Mothers (30 male and 30 female) of 10<sup>th</sup> standard selected randomly from private schools of Srinagar city The data was collected with the help of mental Health Battery by A.K. Singh & Sen Gupta translated by Gulnaz.

### **Procedure**

The sample for the study was identified with the help of information blank after identifying the children of working and non working mothers in district Srinagar. The sample was administered Mental Health Battery in their respective institutions and the scoring was done as per the instruction given in the manual.

### **Statistical Analysis**

The data collected was subjected to statistical treatment by using Mean, S.M, T Test.

### **Analysis, Interpretation and Discussion**

The analysis and interpretation of data represent the application of deductive and inductive logic to the research process. Analysis of data includes comparison of outcomes of various treatments upon the several groups and making of the decision as to the achievement of the goals of the research. Analysis of data means studying material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

In order to achieve the objectives formulated for the present study the data collected was statistically analyzed by employing "t" test. The statistical analysis of data has been carried out along the following lines, " A Comparative study of Mental Health and Academic achievement of the children of Working and Non Working mothers".



Table 1.0: Showing mean comparison of children of working and non mothers on Emotional Stability dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	8.93	2.27	2.05	Significant at 0.05 level.
Children of non working mothers	7.78	3.76		

The table no. 1.0 - shows the mean comparison of children of working and non working mothers in Emotional stability dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on emotional stability dimension of mental health battery, as our calculated t value (2.05) is greater than the tabulated t value at 0.05 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers are emotionally stable than the children of non working mothers.

Table 1.1: Showing mean comparison of children of working and non working mothers on Overall adjustment dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	23.86	2.95	1.58	Not significant.
Children of non working mothers	24.81	3.64		

The table no. 1.1- shows the mean comparison of children of working and non working mothers in overall adjustment dimension of Mental Health Battery. The above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (1.58) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not

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 differ significantly both the group have similar overall balance between the demands of various aspects of environment on one hand and cognition on the other hand

Table 1.2: Showing mean comparison of children of working and non working mothers on Autonomy dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	10.63	1.79	3.00	Significant at 0.01 level.
Children of non working mothers	9.73	1.65		

The table no. 1.2- shows the mean comparison of children of working and non working mothers in Autonomy dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on autonomy dimension of mental health battery, as our calculated t value (3.00) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers are autonomous than the children of non working mothers.

Table 1.3: Showing mean comparison of children of working and non working mothers on Security Insecurity dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	9.63	1.78	2.30	Significant at 0.05 level
Children of non working mothers	8.73	2.54		

The table no. 1.3 shows the mean comparison of children of working and non working mothers in security Insecurity dimension of Mental Health Battery. The above

table reveals that the two groups of children of working and non working mothers differ significantly on security insecurity dimension of mental health battery, as our calculated t value (2.30) is greater than the tabulated t value at 0.05 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers are secure than the children of non working mothers. The two groups have different sense of safety, confidence, and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the persons present or future needs.

Table 1.4: Showing mean comparison of children of working and non working mothers on Self Concept dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	10.13	1.45	3.12	Significant at 0.01 level.
Children of non working mothers	9.16	2.02		

The table no. 1.4 shows the mean comparison of children of working and non working mothers in Self Concept dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on self concept dimension of mental health battery, as our calculated t value (3.12) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers have higher different attitudes and knowledge of themselves and evaluation of their achievement than the children of non working mothers.

Table 1.5: Showing mean comparison of children of working and non working mothers on intelligence dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	18.36	3.07	5.81	Significant at 0.01 level
Children of non working mothers	15.99	3.29		

The table no. 1.5 shows the mean comparison of children of working and non working mothers on Intelligence dimension of Mental Health Battery. The above table



reveals that the two groups of children of working and non working mothers differ significantly on intelligence dimension of mental health battery, as our calculated t value (5.81) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers are intelligent than the children of non working mothers.

Therefore, hypotheses no.1 which reads as, "Children of working and non working mothers differ significantly on various dimensions of Mental Health battery" stands accepted.

Table 2.0: Showing mean comparison of male children of working and non working mothers on Emotional Stability dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	9.67	2.73	3.73	Significant at 0.01 level
Male children of non working mothers	7.43	1.87		

The table no. 2.0 shows the mean comparison of male children of working and non working mothers in emotional stability dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on emotional stability dimension of mental health battery, as our calculated t value (3.73) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors children of working mothers which confirms that the male children of working mothers are emotionally stable than the male children of non working mothers.

Table 2.1: Showing mean comparison of male children of working and non working mothers on overall adjustment dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	24.73	2.80	0.21	Not significant.
Male children of non working mothers	24.90	3.24		

The table no. 2.1 shows the mean comparison of male children of working and non working mothers on overall adjustment dimension of Mental Health Battery.

non working mothers in overall adjustment dimension of Mental Health Battery. The above table reveals that the male children of working and non working mothers do not differ significantly as our calculated t value (0.21) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar overall balance between the demands of various aspects of environment on one hand and cognition on the other hand.

Table 2.2: Showing mean comparison of male children of working and non working mothers on Autonomy dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	10.86	2.02	2.56	Significant at 0.05 level.
Male children of non working mothers	9.73	1.43		

The table no. 2.2 shows the mean comparison of children of working and non working mothers in Autonomy dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on autonomy dimension of mental health battery, as our calculated t value (2.56) is greater than the tabulated t value at 0.05 level of significance. The mean difference favors male children of working mothers which confirms that the male children of working mothers are autonomous than the male children of non working mothers.

Table 2.3: Showing mean comparison of male children of working and non working mothers on Security Insecurity dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	9.16	1.57	1.69	Not Significant
Male children of non working mothers	8.23	2.60		

The table no. 2.3 shows the mean comparison of male children of working and non working mothers in security insecurity dimension of Mental Health Battery. The

above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (1.69) is less than the tabulated value at 0.05 level of significance. It indicates that both the groups are similar on security insecurity component of mental health battery.

Table 2.4: Showing mean comparison of male children of working and non working mothers on Self Concept dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	10.26	1.67	3.25	Significant at 0.01 level.
Male children of non working mothers	8.73	1.99		

The table no. 2.4 shows the mean comparison of male children of working and non working mothers in Self Concept dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on self concept dimension of mental health battery, as our calculated t value (3.25) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors male children of working mothers which confirms that the male children of working mothers have higher different attitudes and knowledge of themselves and evaluation of their achievement than the male children of non working mothers.

Table 2.5: Showing mean comparison of male children of working and non working mothers on intelligence dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	19.60	3.85	4.64	Significant at 0.01 level
Male children of non working mothers	15.23	3.50		

The table no. 2.5 shows the mean comparison of children of working and non working mothers in Intelligence dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ



significantly on intelligence dimension of mental health battery, as our calculated t value (4.64) is greater than the tabulated t value at 0.01 level of significance. The mean difference favors children of working mothers which confirms that the male children of working mothers are intelligent than the male children of non working mothers.

Therefore, hypotheses no.2 which reads as, "Male children of working and non working mothers differ significantly on various dimensions of Mental Health battery" stands accepted

Table 3.0: Showing mean comparison of female children of working and non working mothers on Emotional stability dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	8.2	1.81	0.15	Not significant.
Female children of non working mothers	8.13	1.89		

The table no. 3.0 shows the mean comparison of female children of working and non working mothers in emotional stability dimension of Mental Health Battery. The above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (0.15) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar emotional stability.

Table 3.1: Showing mean comparison of female children of working and non working mothers on overall adjustment dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	23.00	3.1	1.86	Not significant.
Female children of non working mothers	24.73	4.04		

The table no. 3.1 shows the mean comparison of female children of working and non working mothers in overall adjustment dimension of Mental Health Battery. The

above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (1.86) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar overall balance between the demands of various aspects of environment on one hand and cognition on the other hand.

Table 3.2: Showing mean comparison of female children of working and non working mothers on Autonomy dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	10.4	1.56	1.52	Not significant.
Female children of non working mothers	9.73	1.87		

The table no. 3.2 shows the mean comparison of female children of working and non working mothers in overall adjustment dimension of Mental Health Battery. The above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (1.52) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar autonomy.

Table 3.3: Showing mean comparison of female children of working and non working mothers on Security Insecurity dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	10.1	2.00	1.50	Not significant
Female children of non working mothers	9.23	2.49		

The table no. 3.3 shows the mean comparison of female children of working and non working mothers in overall adjustment dimension of Mental Health Battery. The above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (1.50) is less than the tabulated value at 0.05 level of significance.

0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly. It indicates that both the two groups are on similar security insecurity component of Mental Health Battery.

Table 3.4: Showing mean comparison of female children of working and non working mothers on Self Concept dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	10.00	1.24	2.10	Significant at 0.05 level.
Female children of non working mothers	9.60	2.06		

The table no. 3.4 shows the mean comparison of female children of working and non working mothers in Self Concept dimension of Mental Health Battery. The above table reveals that the two groups of children of working and non working mothers differ significantly on self concept dimension of mental health battery, as our calculated t value (2.10) is greater than the tabulate t value at 0,05 level of significance. The mean difference favors children of working mothers which confirms that the female children of working mothers have higher different attitudes and knowledge of themselves and evaluation of their achievement than the female children of non working mothers.

Table 3.5: Showing mean comparison of female children of working and non working mothers on intelligence dimension of Mental Health Battery.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	17.13	2.29	0.53	Not significant.
Female children of non working mothers	16.76	3.08		

The table no. 3.5- shows the mean comparison of female children of working and non working mothers in overall adjustment dimension of Mental Health Battery. The above table reveals that the children of working and non working mothers do not differ significantly as our calculated t value (0.53) is less than the tabulated value at 0.05



level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar intelligence.

Therefore, hypotheses no.3 which reads as, "Female children of working and non working mothers differ significantly on various dimensions of Mental Health battery" stands almost rejected.

Table 4.0; Showing mean comparison of children of working and non working mothers on Academic Achievement.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	84.5	8.04	4.6	Significant at 0.01 level.
Children of non working mothers	75.5	9.67		

The table no. 4.0 shows the mean comparison of children of working and non working mothers on academic achievement. The above table reveals that the two group of children of working and non working mothers differ significantly on academic achievement, as our calculated t value (4.6) is greater than the tabulated t value at 0.0 level of significance. The mean difference favors children of working mothers which confirms that the children of working mothers have higher academic achievement than the children of non working mothers.

Therefore, hypotheses no.4 which reads as, "Children of working and non working mothers differ significantly on academic achievement" stands accepted.

Table 4.1; Showing mean comparison of male children of working and non working mothers on Academic Achievement.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Children of working mothers	82.00	10.52	2.52	Significant at 0.05 level.
Children of non working mothers	75.5	9.67		

The table no. 4.1 shows the mean comparison of male children of working and non working mothers on academic achievement. The above table reveals that the two groups of children of working and non working mothers differ significantly on academic

achievement, as our calculated *t* value (2.52) is greater than the tabulated *t* value at 0.05 level of significance. The mean difference favors male children of working mothers which confirms that male children of working mothers have higher academic achievement than the male children of non working mothers.

Therefore, hypotheses no.5 which reads as, "Male children of working and non working mothers differ significantly on academic achievement" stands accepted

Table 4.2: Showing mean comparison of female children of working and non working mothers on Academic Achievement.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Female children of working mothers	87.00	5.56	4.45	Significant at 0.01 level.
Female children of non working mothers	7.6	12.37		

The table no. 4.2 shows the mean comparison of female children of working and non working mothers on academic achievement. The above table reveals that the two groups of female children of working and non working mothers differ significantly on academic achievement, as our calculated *t* value (4.45) is greater than the tabulated *t* value at 0.01 level of significance. The mean difference favors female children of working mothers which confirms that the female children of working mothers have higher academic achievement than the female children of non working mothers.

Therefore, hypotheses no.6 which reads as, "Female children of working and non working mothers differ significantly on academic achievement" stands accepted.

Table 4.3: Showing mean comparison of male children of working and female children of working mothers on Academic achievement.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of working mothers	82	10.52	2.30	Significant at 0.05 level.
Female children of working mothers	87	5.56		

The table no. 4.3 shows the mean comparison of male children of working and female children working mothers on academic achievement. The above table reveals that the two groups of children of working mothers differ significantly on academic

achievement, as our calculated t value (2.30) is greater than the tabulated t value at 0.05 level of significance. The mean difference favors female children of working mothers which confirms that the female children of working mothers have higher academic achievement than the male children of working mothers.

Therefore, hypotheses no.7 which reads as, "Male children of working and female children of non working mothers differ significantly on academic achievement" stands accepted

Table 4.4: Showing mean comparison of male children of non working and female children of non working mothers on Academic achievement.

<i>Group</i>	<i>Mean</i>	<i>S.D.</i>	<i>t value</i>	<i>Level of significance</i>
Male children of non working mothers	75.50	9.67	0.17	Not significant.
Female children of non working mothers	76.00	12.37		

The table no. 4.4 shows the mean comparison of male children of non working and female children of non working mothers on academic achievement. The above table reveals that the male and female children of non working mothers do not differ significantly as our calculated t value (0.17) is less than the tabulated value at 0.05 level of significance. It is evident from the above table that mean score of two groups do not differ significantly both the group have similar academic achievement.

Therefore, hypotheses no.8 which reads as, "Male children of non working and female children of non working mothers differ significantly on academic achievement" stands almost rejected.

## **Conclusions**

The data was analysed by applying "t" test. On the basis of the analysis and interpretation of data, the following conclusions were drawn:-

The children of working mothers are emotionally stable than the children of non working mothers.

- The children of working mothers are autonomous than the children of non working mothers.
- The children of working mothers are secure than the children of non working mothers
- The children of working mothers have higher different attitudes and knowledge



of themselves and evaluation of their achievement than the children of non working mothers.

- The children of working mothers are intelligent than the children of non working mothers.
- The male children of working mothers are emotionally stable than the male children of non working mothers.
- The male children of working mothers are autonomous than the male children of non working mothers.
- The children of working and non working mothers have similar security insecurity dimension of mental health battery.
- The male children of working mothers have higher different attitudes and knowledge of themselves and evaluation of their achievement than the male children of non working mothers.
- The male children of working mothers are intelligent than the male children of non working mothers.
- The male children of working mothers have higher mental health than the children of non working mothers.
- The female children of working and non working mothers do not differ significantly both the group have similar overall balance
- The female children of working and non working mothers have similar autonomy.
- The female children of working and non working mothers have similar security insecurity component of Mental Health Battery.
- The female children of working mothers have higher different attitudes and knowledge of themselves and evaluation of their achievement than the female children of non working mothers.
- The female children of working and non working mothers have similar intelligence.
- The children of working mothers have higher academic achievement than the children of non working mothers.
- The male children of working mothers have higher academic achievement than the male children of non working mothers.
- The female children of working mothers have higher academic achievement than the female children of non working mothers.
- The female children of working mothers have higher academic achievement than the male children of working mothers.

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# **Influence of Heavy and Low Television Watching on Study Habits of Secondary School Students-A Study**

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*Syed Noor-ul-Amin\*\**

## **Abstract:**

*The study was undertaken to find out the influence of heavy and low TV watching on study habits of secondary school students. A sample of 500 students was drawn randomly from various Government secondary and higher secondary schools of District Srinagar (J&K). Heavy and low TV viewers were identified on the basis of Q3 and Q1. Besides, Study Habits Inventory by M.N. Palsane and Anuradha Sharma was administered to assess the study habits. The collected data was analyzed by using Mean, Standard Deviation and 't' test. Line graph was plotted in order to make the results transparent. The results revealed a significant difference between the mean scores of heavy and low TV viewers on study habits.*

**Key Words:** Heavy and Low TV Watching., Study Habits., Secondary School Students

## **Introduction:**

Television is considered as an electronic carpet which seems to transport millions of persons each day to far off places. (Syed, 2010 ). It is relatively a new medium that has made its impression on every aspect of mundane life. It is bouncing its signal on space satellites and uses oceanic cables to transmit live telecast to its beneficiaries. This electronic medium ensures its visibility without any global discrimination. It is reported that television made its visibility some more than sixty years ago. People were not only skeptical about it, but were also jealous, unkind and even hostile. Over a short span of time, however, it emerged as a remarkable medium of communication, entertainment and education. It needs to be mentioned that it found its space in all countries of the world and has transformed our planet into a 'gigantic electronic village' bringing various people and continents close (Bushan, 1992). Over the years it became a central dimension of our everyday activity and in our country it has grown at a phenomenal pace. In India, television was introduced 25 years after its invention and 30 years after its inception through Government efforts to introduce public service broadcasting. The idea was primarily **education** and **access** to rural population. Today, average Indian home has cable and satellite access and the viewer gets

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information from local, national and global networks. The sheer number of channels gives him options of multiple nature. It is a powerful medium with extraordinary reach. No one can doubt its potential as a catalyst of social change. Even the perforation of cable and satellite television channels have penetrated in all corners of the country cutting across demographic and geographic barriers.

It is generally believed that television has become a very powerful medium and its contact, no doubt, can change the likes and dislikes, learning and social habits. In recent years increased attention has been focused by many professionals with regard to its impact on human lives at any stage of development. Television is considered to be potentially strong agent for children, adolescents and other family members, especially with its combined effects of audio and visual. The impact is more on adolescents because they are more impressionable than adults. Adolescence is a period during which teenagers feel the pressure of constructing an adult identity. One way of dealing with this pressure is to assemble a set of aspirations for the future. Young viewers watch television as a way of wishful identification and therefore, prefer television portrayals Boehnke, Munch, and Hoffman, (2002). It is now readily apparent that television can have a profound impact on children as well as on adolescent's development and behaviour. Television programmes are used to assist children and adolescents in various subject areas and are used along with other teaching materials, to give a well rounded approach to learning materials. This has proved successful as children prefer learning visually at a young age. Studies on various dimensions of television watching and its impact have been carried out by a host of investigators. Moderate amount of television viewing seems to be beneficial for reading. Besides, programmes to promote literacy in young children have been found with positive impact on specific early literacy skills (Moses, 2008). Higher frequency television viewing is associated with attention problems and hyperactivity in pre-school children Miller, (2007). Television viewing is believed to effect adolescents' judgments, romantic relationship and sexuality. The first and most obvious reason for this is the frequent references on television to dating, romance and sex Eggerment & Steven (2006). Television programming may be used as a tool in the construction of aspirations. Positive television viewing seems to be in agreement to enhance reading and comprehension skills among younger children with higher grades (Boehnke, et al., 2002; Anderson, et.al., 2001; Razel and Broek 2001). Studies report that continuous watching of television amounts to low performance in school subjects (Caldas, and Bankston,1999). Trivedi (1991) revealed the TV viewing influence the children as well as adults. This study includes general viewing habits, social relations and some associated problems like mutual interaction and talks. Kubey and Csikszentmihaly (1990) have reported that television viewing seems to be a passive activity and that it required little concentration on their part as compared to a variety of other leisure time activities. Television viewing seems to have maintained its dominant position in today's youth leisure time. Although the introduction of computers and the



internet seems to have drastically altered home access to media entertainment and television continues to persuade children to devote substantial portions of their time with programming (Roberts, 2000 and Koolstra, 1999). William (1986) and Chung (1993) have revealed that televised programmes hardly affect the attitude of children revealed that teenagers are reported develop specific identity-related preferences and seek opportunities to watch television in a private context (Arnett, 1995). Parker (1961) has established that television has considerably reduced the time to be spent for other activities. Besides, results have shown that television correspondingly reduces the interests in reading newspaper/s and magazine/s. The review reveals that a plethora of investigations has been carried out on children and a few studies are reported to have been carried out on adolescents to see which type of programmes they intend to watch and through which programmes they get influenced. What sort of impressions are carried out by these adolescents during viewing television? What are the preferences of children about television programmes? What types of programmes are mostly liked by these children at this stage of development? Besides, which study habits these children adopt and how they prepare for their studies & examination? These questions motivated the investigators to peep into the existing scenario of children's television watching. It is against this background that the present investigators feels that there is a need to conduct a study on adolescents to see the influence of television viewing on their study habits with following objectives.

### **Objectives**

The following objectives have been formulated for the present investigation.

- To identify heavy and low television viewers,
- To find and compare the study habits of heavy and low television viewers, and
- To find and compare the study habits of heavy and low television viewer's on the basis of gender.

### **Hypotheses**

- There will be a significant difference between the mean scores of heavy and low television viewers in their study habits and.
- Gender does not make any difference in the study habits of heavy and low television viewers.

### **Methodology and Procedure:**

#### **Sample**

The present study was conducted on a sample of 500 students drawn randomly from various Government secondary and higher secondary schools of District Srinagar (J&K). It needs to be mentioned that these subjects were reading in grade 10<sup>th</sup> with an age range of 15-17.

**Tools:**

The following tools have been used to collect the data.

1. Study Habit Inventory by Palsane and Anuradha Sharma: This inventory assesses eight areas of study habits i) Budgeting Time, ii) Physical Conditions, iii) Reading Ability, iv) Note Taking, v) Learning Motivation, vi) Memory, viii) Taking Examination and ix) Health. The study habits of the individual cover mainly the reading habits, learning techniques, memory, time-schedule, physical conditions, examination, evaluation, etc.
2. Television viewing information blank: This information blank was developed by the investigators to ascertain the viewing duration of the subjects towards television. Subjects whose viewing duration was on and above the 75<sup>th</sup> percentile (5 hours and above) on television viewing information blank were considered as heavy viewers and subjects whose viewing duration was on and below the 25<sup>th</sup> percentile (2 hours and below) were considered as low viewers.

**Statistical Analysis:**

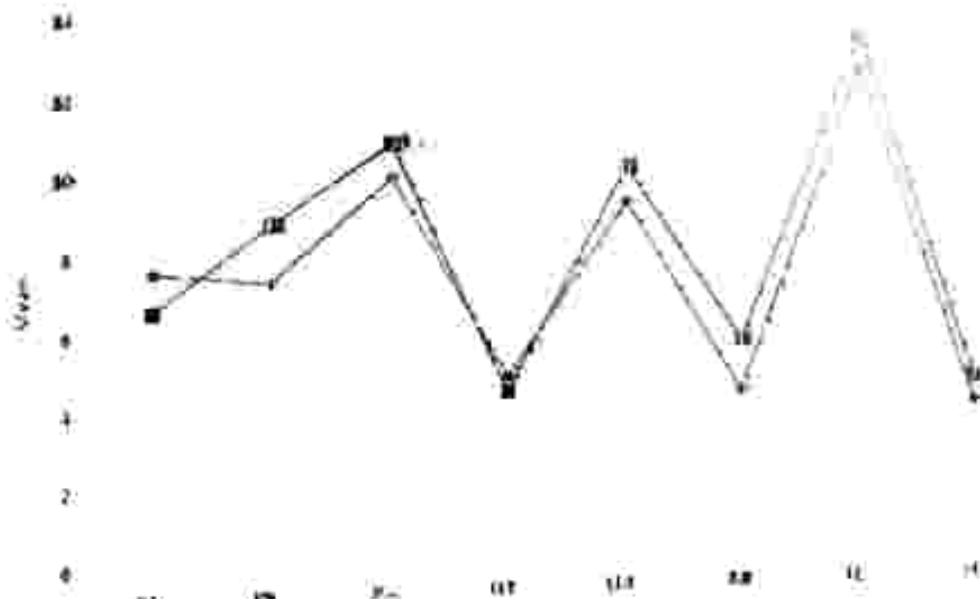
The data was subjected to statistical analysis by computing percentages, Mean, S.D. and test of significance.

**Table 1: Significance of differences between the mean scores of Heavy and Low Television viewers on study habits (N =120 each)**

Areas	Heavy TV. viewers		Low TV. viewers		‘t’ Value	Result/s
	$\bar{X}$	SD	$\bar{X}$	SD		
BT	7.52	1.72	6.52	1.89	5	*
PC	7.17	1.41	8.64	1.33	10.5	*
RA	9.75	2.13	10.59	2.37	3.23	*
NT	4.61	1.01	4.20	1.07	3.15	*
LM	9	1.63	9.91	1.56	4.55	*
M	4.08	0.97	5.4	1.28	9.42	*
TE	12.29	2.11	13.22	2.49	3.32	*
H	3.64	1.05	4.25	0.93	6.1	*

\*Significant at 0.01 level

—●— Heavy TV-viewers (Male) —■— Heavy TV-viewers (Female)



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BT: Brain Teasing  
 PC: Problem Solving  
 RA: Reasoning Ability  
 NT: Numerical Test  
 LM: Learning Motivation  
 M: Memory  
 TE: Taking Examination  
 H: Health

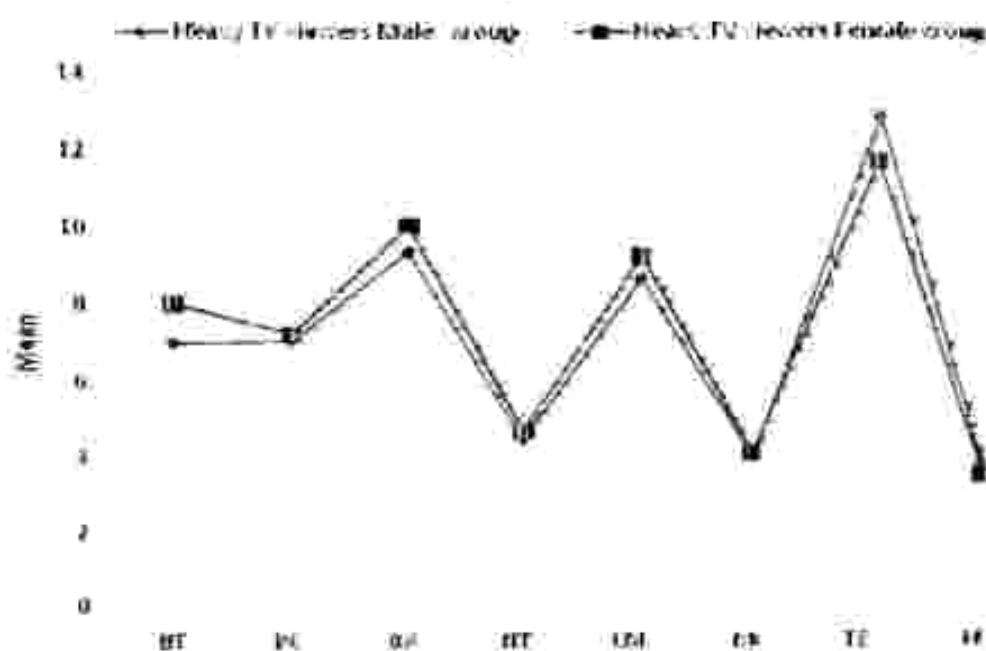
**Table 2: Significance of differences between the mean scores of Heavy TV-viewers on study habits ( Gender comparison N= 60 each)**

Areas	Heavy TV-viewers		Heavy TV-viewers		't' Value	Results
	Male	group	Female	group		
	$\bar{X}$	SD	$\bar{X}$	SD		
BT	7.01	1.75	8.03	1.55	3.4	*
PC	7.1	1.38	7.25	1.44	0.62	@
RA	9.41	2.01	10.08	2.20	1.81	@
NT	4.51	1.14	4.71	0.86	1.17	@
LM	8.71	1.78	9.28	1.43	2.03	*
M	4.03	0.68	4.13	1.19	0.62	@
TE	12.88	2.15	11.7	1.90	3.27	*
H	3.78	1.13	3.5	0.96	1.64	@

Significant at 0.01 level  
 Not Significant



Figure - II



## Index

BT: Budgeting Time

PC: Physical Conditions for Study

RA: Reading Ability

NT: Note Taking

LM: Learning Motivation

M: Memory

TE: Taking Examination

H: Health

Table 3: Significance of differences between the mean scores of Low TV viewers on their study habits on the basis of gender (N = 60 each)

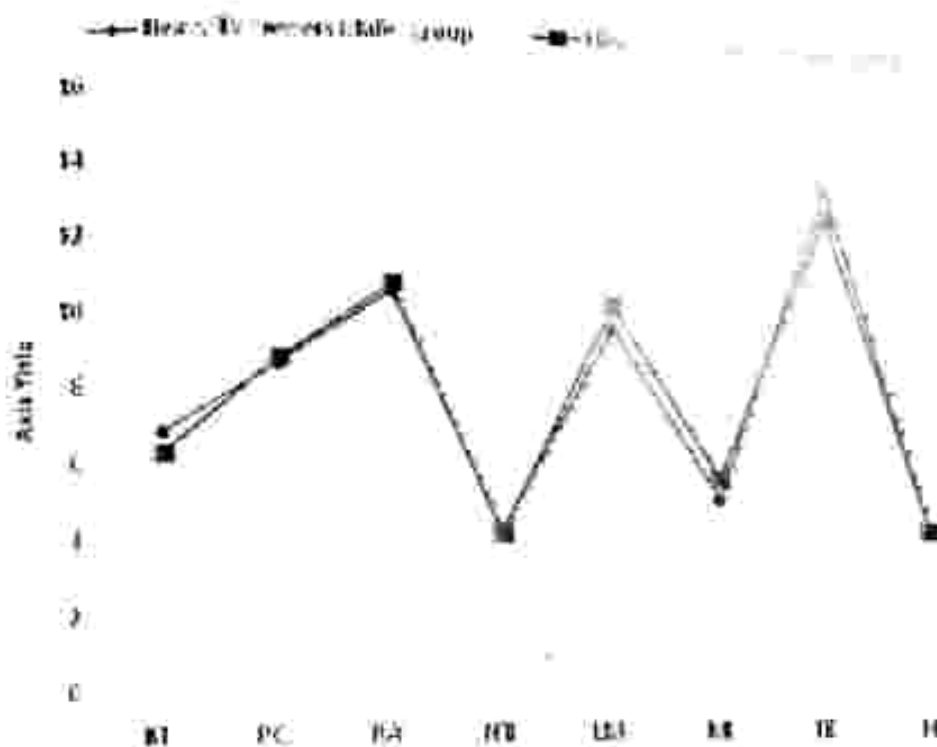
Areas	Low TV viewers		Low TV viewers		t Value	Results
	Male	group	Female	group		
	$\bar{X}$	SD	$\bar{X}$	SD		
BT	6.81	1.65	6.23	2.07	1.75	@
PC	8.56	1.26	8.71	1.41	0.68	@
RA	10.5	2.36	10.68	2.41	0.42	@
NT	4.26	0.86	4.15	1.25	0.64	@
LM	9.61	1.68	10.21	1.37	2.30	**
M	5.13	1.28	5.66	1.27	2.65	*
TE	13.65	2.69	12.8	2.21	1.93	@
H	4.25	1.05	4.26	0.79	0.07	@

Significant at 0.01 level

Significant at 0.5 level

Not Significant

Figure III



**Index**

BT: Budgeting Time  
 PC: Physical Conditions for Study  
 RA: Reading Ability  
 NT: Note Taking

LM: Learning Motivation  
 M: Memory  
 TE: Taking Examination  
 H: Health

**Analysis and Interpretation:**

A perusal of Table 1.00 (Fig. I) reveals the significant differences between the mean scores of heavy and low TV viewers on study habits in all the eight areas. The differences have been found to be significant at 0.01 level of confidence. From these results, it is revealed that the heavy TV viewers as compared to low TV viewers are seen to plan their time well in advance ( $M=7.52, t= 5.00$ ); possess higher note taking ability ( $M=4.61, t=3.15$ ); whereas low TV viewers have been found higher in study habits with respect to physical conditions for study ( $M=8.64, t= 10.5$ ); reading ability ( $M=10.59, t= 3.23$ ); learning motivation ( $M=9.91, t= 4.55$ ); memory ( $M=5.4, t= 9.42$ ); taking examination ( $M=13.22, t= 3.32$ ); health ( $4.25, t= 6.1$ ). The results further reveal that heavy TV viewers plan their studies on time and adjust their time according to their own needs. Since these subjects are heavily involved in TV viewing so they accordingly check out the programme of activities well in advance. Besides, it has also been found that heavy TV viewers manage their note taking habits in paraphrasing and

summarizing their classroom notes in their own words. As against this, the low TV viewers have been found to prefer quiet and calm style of working, they keep their place of study clean and illuminated. Low TV viewers have been observed to be careful to keep their things in ordered fashion. The table further reveals that low TV viewers have shown a good vocabulary, speed in reading and comprehension with regard to reading ability. They have also been found to have a good amount of learning motivation. The table further reveals that low TV viewers have been found to be good in memory and possess remembering skill for a longer period, they possess good study habits of taking examinations i.e. they prepare an outline and arrange the ideas properly, follow a logical pattern of presentation, use simple language and place headings and sub headings properly. Low TV viewers have also been seen in sound health condition which otherwise is considered as an essential postulate in achieving success in the examination.

The data has further been analyzed by way of computing 't' values between heavy TV viewers on the basis of gender in each of the eight areas on study habits. Table No. 2.00 (Fig. II) reveals that the two groups have been found significantly different from each other in three areas of study habits at 0.01 level. However, in five areas i.e. physical conditions, reading ability, note taking, memory and health, the difference between the mean scores failed to arrive at any level of significance. From these results, it is observed that heavy TV viewer male subjects ( $M=12.18$ ) as compared to heavy TV viewer female subjects ( $M=11.17$ ) have tendency towards study habits viz. taking examination ( $t=3.27$ ), where as heavy TV viewer female group of subjects has been found to have good tendency in budgeting time properly ( $M=8.03, t=3.4$ ) and learning motivation ( $M=9.28, t=2.03$ ). However, in rest of the five areas of study habits, the difference between the mean scores could not be established. This can be said that gender does not make any difference below heavy viewers in their study habits like: physical conditions, reading ability, note taking, memory and health.

To conclude, it is revealed that heavy TV viewer female subjects plan their time for studies properly, adjust the study periods and maintain record of all activities. This planning helps them to adjust other activities according to their own needs which helps them to gain success. Female heavy TV viewers are also seen to have good amount of learning motivation; desire to learn quickly and retention ability for a long time. But on the other hand, heavy TV viewer male subjects possess good study habits of taking examinations i.e. they arrange ideas properly and follow logical pattern. They prepare an outline and arrange the ideas properly, follow a logical pattern of presentation, uses simple language and place headings and sub headings properly. In remaining areas of study habits both the groups have been found to be similar i.e. physical conditions, reading ability, memory, note taking, and health. So, it is concluded that heavy TV



viewers ( male and female group) more or less do not differentiate themselves in majority of the areas of study habits,

The data on study habits has further been analyzed by way of computing 't' values between low TV viewer male and female group of subjects on each of the eight areas of study habits. Table No.3.00 ( Fig. III) reveals that no significant differences between the mean scores of low TV viewer male and female subjects are observed except in two areas i.e. learning motivation and memory. In six, out of eight areas on study habits, the two groups have been found to be similar. However, in rest of the areas i.e. learning motivation and memory, the two groups seem to be significantly different from each other at 0.01 level. The other six areas of study habits i.e. budgeting time, physical conditions, reading ability, note taking, taking examination and health, the difference between the mean scores failed to arrive at any level of significance. From these results, it is revealed that low TV viewer female group of subjects as compared to low TV viewer male group of subjects has a tendency of good study habits in learning motivation (  $M=10.21$ ,  $t=2.30$ ), and memory (  $5.66$ ,  $t=2.65$ ). However, in rest of the areas of study habits i.e. budgeting time, physical conditions, reading ability, note preparation , taking examination and health, the differences between the mean scores could not be established. This can be said low TV viewers have more or less similar study habits. It can further be inferred that gender differences do not make any variation amongst the subjects in budgeting time, physical conditions, reading ability, note taking, taking examination and health like areas of study habits.

The results further reveals that low TV viewers have a good amount of learning motivation; are seen to have a desire to learn quickly and retaining of information for a long time. The table further reveals that low TV viewer female group of subjects exhibit good habits in memorizing and remembering the facts for a longer period. In remaining areas of study habits both the groups under investigation. (Low TV viewer male and female subjects) have been found similar in budgeting time, physical conditions, reading ability, note taking, taking examination and health. It is revealed that low TV viewers male and female group of subjects are more or less similar in majority of the areas of study habits. The results are in agreement with the findings of the earlier researchers: (Brain, and Stephanie, 2007; Nary, 2005; Washington, 2005; Frank, 2004; Rideout, 2003; Voort, 2001; Koolstra and Voort, 1996; Gupta, et.al., 1994; Susan, 1988).

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# Evaluation of (SSA) Service Shikha in Abiyan District Ganderbal, Kashmir

## Introduction

Tasleema Jan\*

SSA is government of India's flagship programme for achievement of universalization of elementary education in a time bound manner, as mandated by 86th amendment to the constitution of India making free and compulsory education to the children of 6 to 14 years of age group, a fundamental right. SSA is to provide useful and relevant elementary education for all children in 6 to 14 years of age group by 2010. The another goal is to bridge social, regional and gender gaps with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.

SSA is being implemented in partnership with state governments to cover the entire country and addresses the needs of 192 million children in 1.1 million habitations. This programme seeks to open new schools in those places which do not have schooling facility and strengthens existing school infrastructure through provision of additional classroom, toilets, drinking water maintenance grants and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching learning materials and strengthening of the academic support. Structure at a cluster, block and district level.

SSA gives special attention to disabled children, these disabled children are provided various facilities for example wheel chair for orthopedically handicapped, eye glasses for visually impaired, likewise other disabled children are also helped. Even surgical assistance, doctor consultation and medication is provided. New improved and effective teaching methods along with teaching aids is used, for this each teacher is provided 500 rupees per year to buy teaching aids, even special training is also provided for their improvement.

### Strategies of SSA programme

1. Institutional Capacity Building:- The SSA conceives a major capacity building role for national, state and district level institutions like NIEM/ NCERT/ NCTE/ SCERT/ SIEMAT/ DIET, improvement in quality required a sustainable

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- support system of resource persons and institutions.
2. **Improving Mainstream Educational Administration:-** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adaptation of cost effective and efficient methods.
3. **Full Community Based Monitoring and Transparency:-** The programme will have a community based monitoring system. The educational management information system will correlate school level data with community based information from micro planning and surveys. Besides this every school will be encouraged to share all information with the community, including grants received. A notice board is put in every school for this purpose. SSA envisaged co-operation between teachers, parents and [BRC] Block resource centers as well account ability and transparency to the community.
4. **Great importance to girls education:-** SSA gives tremendous importance to girls education and for this purpose, these two programmes are followed:

- [A] **NPEGEL** [National programme of education for girls at elementary level] under this programme additional classrooms are provided in every cluster school for craft education, so that girls and their parents get motivated to send to school as well as they learn some craft so that they can become financially independent in future. Toilet and bathroom also provided with best facilities
- [B] **Kasturba Gandhi Balika Vidyalaya [KGBV]** under this programme Residential school only for girls are opened especially for girl dropouts, S. T/S. C, Orphans, below poverty line and girls living in for flung areas.

As well as any girl passing 8th class gets 3000 rupees as scholarship which is fixed deposit and they can get it when they reach the age of marriage. Even teachers, warden, peon's are only from women folk in these schools.

5. **Focus on special groups:** In SSA every category like SC/ ST, disadvantaged group, minority group and special children with special needs etc is given due attention so that they can get relevant education.
6. **Thrust on Quality:** SSA not only wants to provide education to all but also want that education to be qualitative and effective.
7. **Role of teachers:** SSA assigns and understands the critical and central role of teachers and focused on their development needs, setting up block resource centric / cluster resource centric, appointment of qualified teachers, teacher training etc.
8. **District elementary education plan:** According SSA framework, each district will prepare a district elementary education plan reflecting all the investments being

made and required in elementary education section, with a holstered and converged approach.

### **Need and Importance of Study:**

For decades every possible effort is made to make the programme of U.E.E a success, for which various drives were launched 'one of the main scheme is S.S.A, which proved to be a major drive in the country. Need was felt to see the facilities provided by the government of India to uplift the programme of U.E.E under SSA scheme. Under SSA new schools are being opened in areas which have less habitations, teachers are being provided under SSA to staff deficient schools and new building are being constructed. The target year of achievement of the scheme was 2010. Now the scheme has been extended to 2011 by the govt. of India. The present an attempt to collect the data collected from all the zones of district Ganderbal and to see the achievements made by the SSA scheme.

The purpose of the present study is to investigate and to see the minimum essential facilities in schools provided by SSA in selected 4 zones of district Ganderbal, to what extent The percentage of school going children from 6 -14 years of age has increased through the scheme of SSA.

### **Objectives**

The following objectives were conceived in conducting the present study :-

1. To study the total population of children between 6-14years of age in various zones of district Ganderbal.
2. To study the total number of children enrolled in Govt., private and under SSA scheme in various zones of district Ganderbal.
3. To study the total number of SSA schools and their infrastructure in various zones of district Ganderbal.
4. To study the schools student ratio in various zones of Ganderbal.
5. To study the adjustment and competency of SSA teachers in various zones of district Ganderbal.
6. To study the number of trained and graduates in SSA school in various zones of district Ganderbal.

### **Methodology**

The sample for the present study was drawn on the basis of purposive sampling technique. All the four educational zones comprised the sample for the present study. The names of these zones are as under:-

1. Ganderbal
2. Tulmulla

3. Kangan
4. Hariganwan

### Tools

The tool for collecting data for the present study was self constructed information blank. The tool was constructed in such a way to ensure that almost all the essential information regarding various areas is collected. It consisted of followed areas. -

1. Name of zones.
2. Number of schools.
3. Schools having government or rented building.
4. Number of teachers and their qualification and sex wise distribution of teachers.
5. Enrollment sex wise.

*Table 1.1 Showing no. of schools opened under SSA in Ganderbal zone.*

<b>Ganderbal Zone</b>			
<i>S.No.</i>	<i>No. of Schools</i>	<i>Schools having Govt. Buildings</i>	<i>No. of schools having Rented buildings</i>
01	28	18	10

The perusal of 1.1 shows that the total no. of schools opened under SSA in Ganderbal zone are 28, out of these 18 have Govt. Buildings and 10 schools are having rented buildings.

*Table 1.2 Showing total no. of teachers appointed under SSA in Ganderbal zone in relation to no. sex and qualification.*

<i>S.No.</i>	<i>Total No. of teachers</i>	<i>Male</i>	<i>Female</i>	<i>Qualification: 12<sup>th</sup>, Graduate, Post Graduate</i>
01	70	60	10	64    06    0

The perusal of table 1.2 shows that total no. of teachers appointed under SSA in Ganderbal zone are 70 out of which 60 are male and 10 are female. The table also reveals that among 70 teachers 64 are 12<sup>th</sup> pass and 06 are graduates.



**Table 1.3 Showing total no. of enrollment in various schools of Ganderbal zone**

<i>S. No</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
01	325	240	565

The perusal of table 1.3 shows the number of students enrolled in different schools of Ganderbal zone under SSA, it was observed that 565 children were enrolled in these schools out of which 325 children were boys and 240 were girls.

**Table 2.1 Showing total no. of schools in Tullmulla zone.**

**Tullmulla Zone**

<i>S.No.</i>	<i>No. of schools</i>	<i>Schools having Govt. buildings</i>	<i>No. of schools having rented buildings.</i>
01	31	20	11

The above table shows total no. of schools opened in Tullmulla zone under the scheme of SSA. The table reveals that 31 schools were opened in Tullmulla zone out of which 20 schools are having Govt. buildings and 11 were functioning in rented buildings.

**Table 2.2 Showing total no. of teachers appointed under SSA in Tullmulla zone in relation to number sex and qualification**

<i>S.No.</i>	<i>Total No. of teachers</i>	<i>Male</i>	<i>Female</i>	<i>Qualification: 12<sup>th</sup>, Graduate, Post Graduate</i>
01	49	38	11	38    06    05

The above table shows total no. of teachers appointed under SSA in Tullmulla zone are 49 out of which 38 are male and 11 are female. The table also reveals that among 49 teachers 38 are 12<sup>th</sup> pass, 06 are graduates and 05 are post graduates.

**Table 2.3 Showing total no. of enrollment in various schools of Tullmulla zone**

<i>S. No</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
01	348	271	619

The above table shows the number of students enrolled in different schools of Tullmulla zone under SSA, it was observed that 619 children were enrolled in these schools out of which 348 children were boys and 271 were girls.

**Table 3.1 Showing no. of schools opened under SSA in Kangan zone.**

<b>Kangan Zone</b>			
<b>S.No.</b>	<b>No. of schools</b>	<b>Schools having Govt. buildings</b>	<b>No. of schools having rented buildings.</b>
01	71	25	46

The perusal of table 3.1 shows that the total no. of schools opened under SSA in Kangan zone are 71, out of these 25 have Govt. Buildings and 46 schools are having rented buildings.

**Table 3.2 Showing total no. of teachers appointed under SSA in Kangan zone in relation to number sex and qualification.**

<b>S.No.</b>	<b>Total No. of teachers</b>	<b>Male</b>	<b>Female</b>	<b>Qualification: 12<sup>th</sup>, Graduate, Post Graduate</b>
01	86	53	34	81 05 0

The perusal of table 3.2 shows that total no. of teachers appointed under SSA in Ganderbal zone are 86 out of which 53 are male and 34 are female. The table also reveals that among 86 teachers 81 are 12<sup>th</sup> pass and 05 are graduates.

**Table 3.3 Showing total no. of enrollment in various schools of Kangan zone**

<b>S. No</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
01	632	391	1023

The perusal of table 3.3 shows the number of students enrolled in different schools of Kangan zone under SSA, it was observed that 1023 children were enrolled in these schools out of which 632 children were boys and 391 were girls.

**Table 4.1 Showing no. of schools opened under SSA in Hariganwan zone  
Hariganwan Zone**

S.No.	No. of schools	Schools having Govt. buildings	No. of schools having rented buildings.
01	61	26	35

The table 4.1 shows that the total no. of schools opened under SSA in Hariganwan zone are 61, out of these 26 have Govt. Buildings and 35 schools are having rented buildings.

**Table 4.2 Showing total no. of teachers appointed under SSA in Hariganwan zone in relation to number sex and qualification.**

S.No.	Total No. of teachers	Male	Female	Qualification: 12 <sup>th</sup> , Graduate, Post Graduate
01	76	56	20	72 04 0

The table 4.2 shows that total no. of teachers appointed under SSA in Ganderbal zone are 76 out of which 56 are male and 20 are female. The table also reveals that among 76 teachers 72 are 12<sup>th</sup> pass and 04 are graduates.

**Table 4.3 Showing total no. of enrollment in various schools  
Hariganwan zone:**

S. No	Boys	Girls	Total
01	501	402	903

The table 4.3 shows the number of students enrolled in different schools of Hariganwan zone under SSA, it was observed that 903 children were enrolled in these schools out of which 501 children were boys and 402 were girls.



**Table 5 Showing comparison of school building in various zones of district Ganderbal.**

<i>Name of zones</i>	<i>No. of Schools having Govt. Buildings</i>	<i>No. of Schools having rented buildings</i>	<i>Total No. of Schools</i>
Ganderbal	18	10	28
Tullmulla	20	11	31
Kangan	25	46	71
Hariganwan	26	35	61

The perusal of table 5 shows the comparison of school buildings in various zones of district Gandarbal. The table reveals that 18, 20, 25, and 26 schools of different zones of district Ganderbal are having Govt. buildings and 10, 11, 46 and 35 schools of different zones are having rented buildings.

**Table 6 Showing comparison of teachers in four (04) zones in terms of No. sex and qualification.**

<i>Name of zones</i>	<i>Total No. of teachers</i>	<i>Male</i>	<i>Female</i>	<i>Qualification: 12<sup>th</sup>, Graduate, Post Graduate</i>
Ganderbal	70	60	10	62, 06, 02
Tullmulla	49	38	11	38, 06, 05
Kangan	86	52	34	81, 05, 00
Hariganwan	76	56	20	72, 04, 00

The perusal of table 6 shows comparison of teachers in four (4) zones of district Ganderbal in terms of number, sex and qualification. The table reveals that the teachers appointed under SSA in Ganderbal zone are 70, 60 are male and 10 are female, out of which 62 are 12<sup>th</sup> pass, 06 are graduates and 02 are post graduate.

Total teachers appointed under SSA in Tullmulla zone are 49, 38 are male and 11

are female, out of which 38 are 12<sup>th</sup> pass, 06 are graduates and 05 are post graduate.

Total teachers appointed under SSA in Kangan zone are 86, 52 are male and 34 are female, from which 81 are 12<sup>th</sup> pass, 05 are graduates.

Total teachers appointed under SSA in Hariganwan zone are 76, 56 are male and 20 are female, from which 72 are 12<sup>th</sup> pass, 04 are graduates

The table 7 showing comparison of enrollment zone wise in terms of number and sex.

No. of zones	Boys	Girls	Total
Ganderbal	325	240	565
Tullmulla	348	271	619
Kangan	632	391	1023
Hariganwan	501	402	903

The perusal of table 7 shows the comparison of enrollment zone wise of district Ganderbal in terms of number and sex. The table reveals that the total enrollment in Ganderbal zone is 565, out of which 324 are boys and 240 are girls.

Total enrollment in Tullmulla zone is 619, out of which 348 are boys and 271 are girls.

Total enrollment in Kangan zone is 1023, out of which 632 are boys and 391 are girls.

Total enrollment in Hariganwan is 903, out of which 501 are boys and 402 are girls.

**Table 8 Showing comparison of schools, teachers and enrollment in various zones of dist. Ganderbal**

Name of zones	Total No. of schools having Govt. buildings	No. of school having rented buildings	No. Of schools	No. of teachers	Male	Female	Qualification 12 <sup>th</sup> , Graduate, Post Graduate	Boys	Girls	Total
Ganderbal	28	18	10	70	60	10	62 06 02	325	240	565
Tullmulla	31	20	11	49	38	11	38 11 07	348	271	619
Kangan	71	25	46	86	52	34	81 11 11	632	391	1023
Hariganwan	61	26	35	76	56	20	72 04 00	501	402	903
Total	191	89	102	281	206	75	253 23 07	806	304	3110

## Suggestions

1. Table 08 shows the comparison of schools, teachers and enrolment in various zones of dist. Ganderbal. The perusal of the table shows that the total no of

schools in Dist. Ganderbal are 191, out of which 191 schools are having Govt. buildings and 89 schools are working in rented buildings. It has been revealed from the table that 281 teachers have been appointed under S.S.A scheme in various zones of dist. Ganderbal out of which 206 are male and 75 are female teachers. Among the appointed teachers 253 are 170 are graduate's and 07 are post-graduates. The table also reveals that total enrolment in various zones of dist. Ganderbal is 3110, out of which 180 are boys and 1304 are girls.

- The perusal of table 10 reveals that out of total percentage population (100%) from 6-14 years of age, 96.28% were enrolled in various schools of Ganderbal zone of dist. Ganderbal and 3.71% of children were out of school. In zone Tulmulla out of total percentage population (100%) of children from 6-14 years, 91.94% were enrolled in various schools and 8.05% of children were out of schools. In Hariganwan zone of dist. Ganderbal, it was found that out of total percentage population (100%) from 6-14 years of age, 85.79% were enrolled in various schools and 14.18% of children were out of schools. In Kangan zone of dist. Ganderbal out of total percentage population (100%) from 6-14 years of age, 84.41% were enrolled in various schools of Kangan Zone and 10.5% of children were out of schools.

The table also reveals that out of total percentage population (100%) from 6-14 years of age, 89.94% were enrolled in various zones of dist. Ganderbal and 10.05 of children were out of schools.

So the total percentage of children population which are out of schools in various zones of dist. Ganderbal is 10.05%.

**Table (09) MASTER TABLE**

S. No.	Name of Zone	Total child pop b/w (6-14) age.	Enrollment in schools					Enrollment % 6-14	Out of school	(6-14) out of school children
1.	Ganderbal	14,570	6634	6800	656	30	14029	96.28%	541	3.71%
2.	Tulmulla	13,425	8478	3247	619	0	12344	91.94%	1081	8.05%
3.	Hariganwan	9,476	7106	123	903	0	8123	85.79%	1344	14.18%
4.	Kangan	14,490	8171	3038	1023	0	12232	84.41%	2258	15.58%
	<b>Total</b>	<b>51,961</b>	<b>30389</b>	<b>13208</b>	<b>3110</b>	<b>30</b>	<b>46737</b>	<b>89.94%</b>	<b>5224</b>	<b>10.05%</b>

G.E.R (6-14) = 89.29%

Total illiteracy rate between. The age group 6-14 yrs = (10.05%)



3. The perusal of table 09 reveals that out of total population of children of Dist. Ganderbal (51961), the no of total enrolled children in 46737 which includes 30389 Govt, 13208 private, 3110 under SSA and 30 in makatabas and madrasas. The total percentage of enrolled children is 89.94% and out of school children is 10.05%. It clearly shows that out of four zones of dist. Ganderbal, only Ganderbal zone shows the dual character viz. both low percentage of out of school children and the inclusion of religious institutions for universalization of elementary education. Out of total population of children of Ganderbal zone (14570), the no. of total enrolled students is 14029 which includes 6634 Govt, 6800 private, 565 under SSA and 30 in madrasas and makatabas. The no of enrolled children between the age group of 6-14 includes 96.28% and out of school children 3.71%. Out of total population of children of Tulmulla zone (13425), the no of total enrolled students in 12344 which includes 8478 Govt, 3247 private, 619 under SSA scheme. The no of enrolled children between the age group of 6-14 years includes 91.94% and out of school children 8.05% out of total population of children of Hariganwan (9476), the no of total enrolled children is 8123 which includes 7106 Govt, 123 private, 903 under SSA scheme. The no of enrolled children between the age group of 6-14 years include 85.79% and out of school children 14.18%. Out of total population of children of Kangan zone (14490), the no of total enrolled students is 12232 which includes 8171 Govt, 3038 private and 1023 under SSA scheme. The no of enrolled children between the age groups of 6-14 years includes 84.41% and out of school children is 15.58%.

Table 09

S.No.	Zone	Total Enrollment % age (6-14)	Total out of school % age (6-14)	Total
1.	Ganderbal	96.28%	3.71%	100%
2.	Tulmulla	91.94%	8.05%	100%
3.	Hariganwan	85.79%	14.18%	100%
4.	Kangan	84.41%	15.58%	100%
	<b>Total</b>	<b>89.94%</b>	<b>10.05%</b>	<b>100%</b>

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# Adjustment Problems Among Male and Female Higher Secondary School Students in District Shopian

*Aamina Parveen\**

## Introduction

Adjustment is the psychological process by virtue of which the individual manages or copes with various demands, pressures and by which an individual adopts himself effectively to continually changing situations. The term adjustment has two meanings; on the one hand it is a continual process by which a person changes behaviour to produce a more harmonious relationship between him and his environment. On the other hand it is a condition of harmony arrived at by a person whom we called well adjusted.

Adjustment and adaptation are interchangeably used. The animals with greater strength and resistance survive longer than weaker ones. Therefore, biologically adjustment is an ability to survive in face of environmental difficulties. Adjustment processes concerning human beings have hand-in-glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour to life situations at home, at school, and at work. Since time immemorial has been the constant attempt of man to adjust himself with the changing circumstances. However, the concept of adjustment has attracted the attention of psychologists. They agree that a well adjusted person is one whose needs and satisfaction of life are integrated with the sense of social feeling and acceptance of social responsibility. To quote Lehner and Kube, "Adjustment is a continuous process of interaction between ourselves and our environment and it is effectiveness of an individuals efforts to meet his needs". Thus the process by which the individual maintains a kind of psychological and physiological balance between his needs and circumstances that influence the satisfaction may be termed as adjustment. Some psychologists regard it as behaviour directed to the reduction of tension. This means it is a matter of interaction between the individual and environment.

To the investigator adjustment implies the process by which a person changes his behaviour to achieve a harmonious relationship between himself and his environment. Life may be looked as a long series of adjustment in which the individual is constantly adjusting himself to the demands of the external environment as well as both needs of his mental physiological constitution. The adjustments that he makes are not always healthy, sound or effective, they are made as they seem at the movement to satisfy some of the needs. The present is an endeavour to study on the scientific lines the adjustment problems of the children in the district Shopian that stand in their way, and also to make

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out the basic causes which have been operative in the creation of these tendencies in them. It is an admitted fact that whatever the forms of government be, all the citizens must be trained and educated to make it a success. The various investigations and researches conducted by the psychologists and educationists clearly indicate that students are confronted with adjustment problems in the early life, so do the students in Kashmir the present field of study. Recent developments in education and child welfare have included a growing interest in the problems of maladjusted child. The present study may possibly help those who are actively concerned with the problems of children and youth, whether as members of education or doctors and social workers.

### **Objectives**

The objectives for the proposed investigation are:

1. Adjustment problems of the students in home, emotional, social and school areas.
2. The influence of the existing environment on adjustment problems of the children.

### **Hypothesis**

- Male and female higher secondary school students of district Shopian differ significantly on the area of home adjustment.
- Male and female higher secondary school students of district Shopian differ significantly on the area of emotional adjustment.
- Male and female higher secondary school students of district Shopian differ significantly on the area of social adjustment.
- Male and female higher secondary school students of district Shopian differ significantly on the area of school adjustment.

### **Sample**

The population of the sample for the study comprise of male and female students of 10+2 level. While determining the size of the sample of the study a maximum of 300 students were selected randomly.

### **Tool used**

HOSOCES adjustment inventory, by N.A. Nadeem.

After the collection of data, it was carefully scrutinized and condensed in the master chart. The data was then statistically analysed and presented with the help of tables. The 't' test was employed in order to measure the significance.

**Statistical Analysis**

**Table 1**

Sex	Mean	SD	't'	Remarks
Male	6.95	3.35	0.27	Not Significant
Female	6.7	3.40		

Significance of Mean difference between male and female on home adjustment (N=150 each).

**Table 2**

Sex	Mean	SD	't'	Remarks
Male	7.45	4.50	2.81	Significant at 0.01 level
Female	9.07	5.43		

Significance of Mean difference between male and female on Emotional adjustment (N=150 each).

**Table 3**

Sex	Mean	SD	't'	Remarks
Male	4.85	2.66	1.11	Not Significant
Female	4.50	2.80		

Significance of Mean difference between male and female on social adjustment (N=150 each).

**Table 4**

Sex	Mean	SD	't'	Remarks
Male	6.73	3.11	0.87	Not Significant
Female	6.40	3.40		

Significance of Mean difference between male and female on family adjustment (N=150 each).

**Table 5**

Sex	Mean	SD	t	Remarks
Male	25.91	11.03	1.73	Not Significant
Female	23.60	12.04		

Significance of Mean difference between male and female on total adjustment (N =150 each).

### **Discussion and interpretation**

In table 1 the derived value of 't' (0.27) is less than 1.96, means that it is neither significant at 0.05 level nor at 0.01 level. Thus it becomes clear that male and female students of 10+2 level in district Shopian do not differ in their "Home adjustment". Table 2 is inferring that females scored higher on emotional adjustment parameter which is the indication of maladjustment and vice-versa. Thus, it becomes obvious that male and female students of 10+2 level in district Shopian differ significantly in their "Emotional adjustment". Table 3 makes it clear that male and female students of 10+2 level in district Shopian do not differ significantly in their "Social adjustment. From the table 4 it can be concluded that the difference between males and females in school adjustment is little rather negligible. Meaning thereby is that they don't differ significantly in their "school adjustment". In table 5 the obtained 't' value which is not significant at either levels (0.01 and 0.05 level) reveals that the males and females of 10+2 level in district Shopian do not differ significantly in their "Total adjustment.

### **Major Findings**

- The following are some of the major findings of the present study.
- No significant difference was found between male and female higher secondary school students on the area of home adjustment.
  - In the emotional adjustment males were emotionally better adjusted than female higher secondary school students.
  - Both male and female higher secondary school students do not differ significantly on social adjustment.
  - No significant difference was found between male and female higher secondary school students on school adjustment.
  - More than 90% of the respondents both male and female belonged to higher socio-economic strata.
  - Both the male and female students were significantly much better in home.



school and social adjustment.

- It was seen that highest percentage of both male (75.86%) and female (71.43%) students does not face any problem in Home adjustment.

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# Personality Adjustment of Male And Female Higher Secondary School Students in District Pulwama- A Comparative Study.

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Adjustment is a Continuous process of satisfying one's needs, rather than something fixed and static, and it involves virtually all aspects of human behaviour. It is a psychological process by means of which the individual manages or copes with various demands pressures and by which an individual adopts himself effectively to continually changing situation. The term adjustment has two meaning, in one sense, it is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment. In other sense adjustment is a state that is the condition of harmony arrived at maladjustment exists; the major sources are not necessarily found in the environment or in both the individual and the environment.

Successful adjustment of one's life can be measured in terms of achievements satisfaction and personal adjustment as reflected in the individual's personality. All these are interrelated. The degree to which the individual is successful in adjusting to the important problems he faces will determine the degree of his satisfaction which in turn affects his happiness. The success with which the individual adjusts to the problems of life has an effect on his self-concept. The more successful he adjusts, the more favorable his self concept will be and the more self-confidence, assurance and poise he will have. Feeling of inadequacy on the other hand, are the usual accompaniment of failures in adjustment. There is substantial evidence that individuals who make good adjustment have integrated personality patterns than those who make poor adjustment.

Adjustment process concerning human beings have 'hand in glove' relationship with human nature. It is adjustment which is responsible for the organization of behaviour to life situations at home, at school and at work. We are deeply influenced by adjustment whether it is good or bad. Besides what is good in one culture may be bad in another culture. But throughout the world it has been the constant attempt of man to adjust himself with the changing circumstances. However the concept of adjustment has attracted the attention of Psychologists. They agreed that a well adjustment person is very much in need because he is the one whose needs and satisfaction of life are integrated with the sense of social feeling and acceptance of social responsibility. The influence of adjustment on the life of individual is tremendous.

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The process of adjustment is complicated because a person's interaction with one demand may come in conflict with the requirement of another. Conflict can arise either because two internal needs are in opposition, or because two external demands are in compatible with each other, or because an internal need opposes an external demand.

Conflict present special problems of adjustment. Satisfaction of one need as opposed to other need may not provide full satisfaction. On the other hand, failure to gratify a strong need or to respond to a strong external demand may result in painful tensions. These tensions can disturb psychological comfort, produce physical symptoms, or result in abnormal behaviour.

Adjustment is a process. This process helps a man in bringing out harmony stability in his environment Viz. home, health, social and emotional.

### **Need and Importance:-**

The present study is an endeavour to study on the scientific lines the adjustment problems of the children that stands in their way, and also to make out the basic causes which have been operative in the creation of these tendencies in them. The various investigations and researches conducted by the psychologists and educationists clearly indicate that students are confronted with adjustment problems in the early life.

Personality adjustment, being a burning problem at present and needs immediate attention. There is a general complaint from the teachers as well as parents about the behaviour of the children both in school and at home. There seems to be a steady spread of problem behaviour among the student. A great deal of anti-social behaviour is shown by the students. Another major reason for much of the current interest in these adjustment problems of the children, is the increasing evidence that the crucial social problems are closely related to individual's personality structure, and the conflicts between groups is often a reflection of the personal tensions of the members of these groups. It is also apparent that the vital social attitude exhibited are directly connected with the personality development and structure.

Personality adjustment has a profound effect on the over all behaviour of the students. Personality of a student from psychological view point is the reflection of his inner and our characteristics. Studies which have been conducted by the experts in the world have shown that Psychological characteristics of personality are great source of prediction for social and vocational success of an individual. Hence the present study is an attempt to study the personality adjustment problems of male and female higher secondary students of district Pulwama.



**Statement of the Problem:**

“Personality adjustment of male and female higher Secondary School Students in district Pulwama” A Comparative Study.

**Objectives of the Study:**

The following objectives have been formulated for the present study,

1. To study the personal and social adjustment of male and female higher secondary school students.
2. To compare male and female higher secondary school students on personal adjustment.
3. To compare male and female higher secondary school students on social adjustment.

**Hypotheses:**

The following hypotheses have been formulated for the present investigation.

1. Male and female higher secondary school students differ significantly on various factors of personal adjustment.
2. Male and female higher secondary school students differ significantly on various factors of social adjustment.

**Method And Procedure:**

**Sample:**

100 male and 100 female higher secondary school students were taken as sample subjects for the present study. The sample was taken on the basis of random sampling technique from District Pulwama.

**Procedure:**

The data was collected with the help of California Test of Personality Adjustment (CTP). The inventory was administered to the sample subjects in the respective institutions. The data was collected by applying random sampling technique.

**Statistical Treatment:**

The data was analyzed by applying “t” test for testing the differences between male and female secondary school students on the various areas of adjustment.

**Analysis And Interpretation Of Data**

The data collected through the administration of California Test of Personality (CTP) was statistically analyzed by applying ‘t’ test. The analysis and the interpretation of data have been arranged in a tabular form in the following manner.

**Table No.1**

**Mean comparison of boys and girls on factor wise and total personal adjustment.**  
 No=100 (in each group)

<i>Factors</i>	<i>Groups</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Level of Significance</i>
IA	Boys	7.42	1.75	3.04	0.01 level
	Girls	6.75	1.72		
IB	Boys	9.82	1.99	7.33	0.01 level
	Girls	8.06	1.98		
IC	Boys	8.3	1.86	6.16	0.01 level
	Girls	6.82	1.98		
ID	Boys	9.88	1.89	9.58	0.01 level
	Girls	7.58	1.79		
IE	Boys	4.98	2.50	4.51	0.01 level
	Girls	6.47	2.24		
IF	Boys	7.44	2.36	2.48	0.05 level
	Girls	8.16	1.85		
<b>TOTAL</b>	<b>Boys</b>	<b>47.84</b>	<b>7.77</b>	<b>3.92</b>	<b>0.01 level</b>
	<b>Girls</b>	<b>43.84</b>	<b>6.78</b>		

**Table no. 1** :shows the mean comparison of male and female higher secondary school students on factor wise and total personal adjustment. The table reveals that male and female higher secondary school students differ significantly on factor wise and total personal adjustment. It is evident from the table that in self-reliance (IA), sense of personal worth (IB), sense of personal freedom (IC), feeling of belongingness (ID), withdrawing tendencies (IE), and total personal adjustment, the two groups differ significantly at 0.01 level. Where as in nervous symptoms the two groups differ significantly at 0.05 level. The male students were found to be self-reliant having sense of personal worth, sense of personal freedom, and feeling of belongingness than female students. Whereas female students possess more withdrawing tendencies and nervous symptoms than male students.

On the overall personal adjustment the male students have better personal adjustment than the female students. In the light of these results the first hypotheses refer chapter no.1 which reads as male and female higher secondary school students differ significantly on total personal adjustment stands accepted.



**Table No. II**

**Mean comparison of male and female on factor wise and total social adjustment.**  
 N = 100 (in each group)

<i>Factors</i>	<i>Groups</i>	<i>Mean</i>	<i>SDσ</i>	<i>'t'-value</i>	<i>Level of Significance</i>
2A	Boys	8.54	1.32	6.5	0.01 level
	Girls	9.45	1.23		
2B	Boys	6.43	1.82	10.95	0.01 level
	Girls	8.84	1.52		
2C	Boys	6.52	2.18	2.78	0.01 level
	Girls	7.29	1.52		
2D	Boys	7.74	2.18	0.14	Not Significant
	Girls	7.78	2.02		
2E	Boys	6.32	1.75	0.99	Not Significant
	Girls	6.56	1.71		
2F	Boys	9.51	1.45	0.67	Not Significant
	Girls	9.64	1.26		
<b>TOTAL</b>	<b>Boys</b>	<b>45.05</b>	<b>6.90</b>	<b>5.18</b>	<b>0.01 level</b>
	<b>Girls</b>	<b>49.56</b>	<b>5.51</b>		

**Table no. 2 :** shows the mean comparison of male and female higher secondary school students on factor wise and total social adjustment. The table reveals that male and female higher secondary school students differ significantly on factor wise and total social adjustment. It is evident from the table that in social standards (2A), social skills (2B), anti-social tendencies (2C), and total social adjustment the two groups differ significantly at 0.01 level whereas on family relations (2D), school relations (2E), and community relations (2F), two groups do not differ significantly. The 't'-value has been found to be 0.14, 0.99 and 0.69 respectively which is less than table value 0.05 level. The female students were found to be better in social standards, social skills and having low in anti-social tendencies than male students. The table further reveals that the male and female students do not differ significantly on family relations, school relations and community relations.

The overall social adjustment scores of the male students were better than female students. In the light of these results the second hypotheses refer chapter I reads as male



and female higher secondary school students differ significantly on total social adjustment stands accepted.

The data thus collected was subjected to statistical treatment in order to achieve the objectives of present investigation and also to test the hypotheses formulated for the present study.

## **Conclusion**

On the basis of the discussion of the results in the preceding chapter, the following conclusions have been drawn.

- I. The boys and girls of higher secondary schools differ significantly on factor wise and total personal adjustment.
- II. The boys were found to be self-reliant, having sense of personal worth, sense of personal freedom and feeling of belongingness than girls, where as girls posses more withdrawing tendencies and nervous symptoms than boys.
- III. On the overall personal adjustment the boys have better personal adjustment than the girls.
- IV. The male and female higher secondary school students differ significantly on factor wise and total social adjustment.
- V. The girls were found to be better in social standards, social skills and having low in anti-social tendencies than boys.
- VI. The boys and girls do not differ significantly on family relations, social relations and community relations.
- VII. The overall social adjustment scores of the boys were better than girls.

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# A Study of Career Orientation Among Female Students of University of Jammu in Relation to Psychological Variables

Arti Durani\*

## Introduction

The word career has two different meanings and paths, traditionally it has been a chosen profession or occupation that was pursued and one continued until retirement. Career also refers to a progression of one's working life; Goffman (1961) defined career as a social strand of a person's course through life which provides the broader context that we need for studying careers.

The term "career" is used to describe everything from vertical progression up an organizational hierarchy (Hall, 1976) to a non-work related series of diverse life experiences (Goffman, 1961). Hall (1976) stated, "A career is the individually perceived sequence of attitudes and behaviours associated with work related experiences through the span of the person's life."

Katz (1978) stated that a career, is not merely a vocation or some distinct occupation, but encompasses the individual's understanding and interpretation of work related experiences. Since a person's concept of career is influenced by present and past work experiences, the perception of one's career can change somewhat with each new job or assignment.

According to Storey (1979), career is sequence of work related activities and associated attitudes, values and aspirations over a span of ones life. Career may also be termed as Job; which is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation either part-time or full-time for a short or long duration, and occupation; that is defined as a group of similar jobs found in different industries or organisations.

Career is the sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. More broadly, "career" includes life roles, leisure activities, learning and work.

The term career orientation, being women specific, came into use during late 1950s, and became widespread in the late 1970's, most often in literature of counseling, personal and vocational psychology. It connotes intention to work more or less continuously throughout life, desire to work even when there is no financial need, expecting to derive large amount of satisfaction from work. The researchers in vocational psychology have contributed substantially to articulate the complex, interrelated external and internal factors that shape women's career development. Farmer, 1985; Betz and Fitzgerald, 1987; Eccles, 1987; Fassinger 1990; O'Brien and Fassinger, 1993; McCracken and Weitzman, 1997; Rainey and Borders, 1997; Richie et

al., 1997; and Schaefers et al., 1997; Nauta et al., 1998; O'Brien et al., 2000; Gomez et al., 2001; Hensler McGinnis, 2004).

Zaleznik et al., (1972) defined career orientation as "The capacity to select certain features of an occupation for investment according to motives, interests and competences consistently developed through an individual's personal history". In other words it is the ability to select self actualizing career path, free from the "obstructions of inner conflicts". With good career orientation one's energy is "free for use along a main line of interests supported by coherent values."

Saleh and Pasricha (1975) used the term job orientation in place of career orientation and clarified the meaning of job orientation. Job orientation refers to the process by which work behaviour is investigated, directed, sustained and stopped. It denotes interaction between the individual and his work environment. Job orientation is neither a process nor a state but is considered to be an individual tendency, which is relatively stable attribute of the individual based on his value system. Two major categories of job orientation are intrinsic job orientation and extrinsic job orientation. Intrinsically oriented individuals are more task or job content oriented; extrinsically oriented individuals are more maintenance of job context oriented. This conceptualization is different from the conceptualization of locus of control. The internally controlled person believes that his behaviour, whether related to job content or job context, is under his control. The externally controlled person, on the other hand, believes that luck, chance or fate has lot to do with one's behaviour.

In the words of Campbell and Pritchard (1976), career orientation is a multidimensional construct that explains decisions and behaviours, not explained by ability alone, but determined by the will to be directed, aroused, in a persistent manner in an individual's work behaviour. Work orientation is a construct that generally refers to motivation to do one's current job; it is conceptualized as a multidimensional construct internal to the individual, influenced by the situation, and reflected in the individuals' decisions and behaviours. The individual characteristic dimensions are needs, interests, and personality variables potentially relevant to a person's career. These dimensions are clustered into three domains: career identity, career insight, and career resilience. The dimensions comprising these domains were derived from work on personality and individual assessments (Murray, 1938 and Bray et al., 1974). 'Career identity' reflects the direction of 'career orientation'; 'career insight' and 'career resilience' reflect the arousal, strength and persistence of career motivation.

Career orientation is the process of managing life, learning and work over the lifespan. The career orientation among women pursuing higher education is basically a career choice that is consistent with one's interest and abilities, as well as involves a decision about which societal role; individual will accept or reject (Tokar et al., 1998).

This is particularly true of women, who have formerly been cast into a position of having to choose between traditionally female roles (wife and mother) and non-traditional roles (career and person).

Australian Ministerial Council on Education, Employment, Training and Youth Affairs (AMCEETYA) (2001) defines career orientation as, "The development of knowledge, skills and attitudes through a planned program of learning experiences that will assist students to make informed decisions about their study and / or work options and enable effective participation in working life. Career orientation encompasses:

- learning about the world of work, its changing nature, the general expectations of employers, and the demands of the workplace
- developing self-awareness in relation to interests, abilities, competencies and values
- developing awareness and understanding of occupational information and career pathways
- developing skills in decision-making which can be applied to career choices
- acquiring the skills necessary to implement the career decisions made.

### **Objectives**

1. To identify the career and family oriented students studying in different streams of University of Jammu.
2. To study the effect of stream on the career orientation of female students of University of Jammu.
3. To study the effect of residential background on the career orientation of female students of University of Jammu.
4. To study the effect of hardiness on the career orientation of female students of University of Jammu.
5. To study the effect of parental attitude on the career orientation of female students of University of Jammu.
6. To study the effect of stream and residential background on the career orientation of female college students of students of University of Jammu.
7. To study the effect of stream and hardiness on the career orientation of female students of University of Jammu.
8. To study the effect of residential background and hardiness on the career orientation of female students of University of Jammu.
9. To study the effect of stream and parental attitude on the career orientation of female students of University of Jammu.
10. To study the effect of residential background and parental attitude on the career orientation of female students of University of Jammu.
11. To study the effect of stream, residential background and hardiness on the career



- orientation of female students of University of Jammu.
12. To study the effect of stream, residential background and parental attitude on the career orientation of female students of University of Jammu.

### **Hypothesis**

1. There will be significant effect of stream on the career orientation of female students of university of Jammu.
2. There will be significant effect of residential background on the career orientation of female students of university of Jammu.
3. There will be significant effect of hardiness on the career orientation of female students of university of Jammu.
4. There will be significant effect of parental attitude on the career orientation of female students of university of Jammu.
5. There will be significant effect of stream and residential background on the career orientation of female students of university of Jammu.
6. There will be significant effect of stream and hardiness on the career orientation of female students of university of Jammu.
7. There will be significant effect of residential background and hardiness on the career orientation of female students of university of Jammu.
8. There will be significant effect of residential background and parental attitude on the career orientation of female students of university of Jammu.
9. There will be significant effect of stream and parental attitude on the career orientation of female students of university of Jammu.
10. There will be significant effect of stream, residential background and hardiness on the career orientation of female students of university of Jammu.
11. There will be significant effect of stream, residential background and parental attitude on the career orientation of female students of university of Jammu.

## **Method and procedure**

### **Sampling**

A sample of 450 students was selected randomly, which included 150 female students from the science stream (75 from rural background and 75 from urban background) and 150 female students from the arts stream (75 from rural background and 75 from urban background) and 150 female students from the commerce stream (75 from rural background and 75 from urban background). These female students were selected from all teaching departments of university of Jammu.

### **Tools Used**

1. Career and Family Value Scale by Tanwar and Singh (1988)
2. Hardiness Scale by Nowack (1990)

3. Student's Perception Scale of parental attitude developed by the investigator herself.

### Administration of Tools

In order to collect the data for the present study the investigator personally visited various departments of university of Jammu. After seeking the permission from the head of departments the investigator selected the required number of students from each class by using simple random method. The selected students were requested to assemble in a separate room and the tests of Career and Family Value Scale, hardiness scale and parental attitude scale were administered. Before the start of the test the students were instructed how to respond to each tool. The students were asked that they have to respond to all items in the tool and have to mark only one option in all the questions. In addition to it time limits and procedure for answering was also conveyed to them and strictly followed. After completing the task the tools were collected and students were thanked for their cooperation.

### Scoring of Tools

#### Career and Family Value Scale

The Career and Family Value Scale used in this investigation consists of 40 items, 20 each on career values and family values. In case of career values the items are to be scored positively by giving a score ranging from 5 to 1 correspondingly showing their degree of agreeableness and disagreeableness (strongly agree to strongly disagree) through neutral. The procedure adopted for scoring family values was reverse of the procedure adopted for scoring in case of career values i.e., from 1 to 5 showing their degree of agreeableness to disagreeableness (from strongly agree to strongly disagree) through neutral to generate the career orientation score. The distribution of the items in the scale is given in Table 1.

**Table 1**  
*Distribution of Career and Family Values in Scale*

Value Pattern	S. No. of items in scale	Total
Career Values	2,3,5,8,9,11,12,14,17,19,20,22,25,27,28,31,33,34,37,38	20
Family Values	1,4,6,7,10,13,15,16,18,21,23,24,26,29,30,32,35,36,39,40	20

The range of scores varies from 40-200, the higher score showing an indication of high level of career orientation and vice-versa.

#### Hardiness Scale

The scale is having 30 items to be responded on five point continuum. The

Positive items were scored from 5 to 1 through neutral in case of strongly agreed to strongly disagreed where as negative items were scored from 1 to 5 through neutral in case of strongly agreed to strongly disagreed.

### **Parental attitude**

A five point Likert type response scale (ranging from strongly disagree to strongly agree through neutral) was employed for scoring. The scoring pattern in case of positive statements was from 5 to 1 in case of strongly agree to strongly disagree where as in case of negative items it was from 1 to 5 in case of strongly agree to strongly disagree.

The final draft of Students' Perception Scale comprising of 20 items depicting parental attitude towards the education and employment of girls. The possible range of scores on the scale is 20 to 100. The higher score shows favourable parental attitude and the low score shows unfavourable parental attitude towards education and employment of girls.

### **Analysis and interpretation of Data**

The mean scores of low and high levels of hardiness of rural and urban female students of university of Jammu with arts, commerce and science streams along with their SDs are given in Table 2.

**Table 2**  
*Means and SDs Of Career Orientation Of Female Students Of University Of Jammu Belonging To Rural And Urban Areas With High And Low Levels Of Hardiness (N=450)*

	<i>Arts(A1)</i>		<i>Science(A2)</i>		<i>Commerce(A3)</i>		
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
Rural (B1)							B1=
Low Hardiness (C1)	130.06	20.93	138.80	14.98	134.57	14.5	135.86
High Hardiness (C2)	139.00	20.96	135.60	14.11	138.58	16.8	
Urban (B2)							B2=
Low Hardiness (C1)	151.20	18.87	155.76	17.16	152.65	12.7	154.81
High Hardiness (C2)	154.70	17.67	157.60	15.77	155.62	15.5	
	A1= 143.7	C1=143.9	A2= 146.9	C2= 146.7	C3= 145.67		

The data in respect of career orientation scores obtained by urban and rural



female students of university of Jammu with arts, science and commerce streams and with high and low levels of hardiness were analyzed using the technique of analysis of variance in which the variable of career orientation is dependent variable and residential background (rural and urban), stream (arts, science and commerce) and hardiness (low and high) are independent variables. The investigator proceeded with the analysis of variance after fulfilling the required assumptions. While testing the data for homogeneity of variance the value of chi-square came out to be 12.46 for 7 df at 0.05 level indicating variance within the groups as homogeneous. The results of analysis of variance are displayed in Table 3.

**Table 3**  
*Summary of ANOVA (with career orientation as the criterion)*

Source	df	SS	MS	F
Stream (A)	1	2317.40	2317.40	22.82**
Residential Background (B)	1	558.20	558.20	5.49*
Hardiness (C)	1	728.00	728.00	7.17**
A X B	1	190.80	190.80	1.87
B X C	1	79.30	79.30	0.78
A X C	1	1290.40	1290.40	12.70**
A X B X C	1	112.10	112.10	1.10
Within	232	23561.50	101.55	
Total	239	27837.70		

\* Significant of 0.05 level

\*\* Significant at 0.01 level

### Interpretation

The perusal of Table 3 shows that the F-value for main effect of stream among female students is 22.82 which is significant at 0.01 level. This indicates that female students of university of Jammu with arts, science and commerce streams differ significantly in their career orientation.

The F-value for the main effect of the residential background is 5.49 which is significant at 0.05 level but could not attain significance at 0.01. This indicates that female students of university of Jammu belonging to rural and urban areas differ significantly in their career orientation.

It may also be observed from Table 3 that F-value for the main effect of hardiness is 7.17 which is also significant at 0.01 level. This indicates that female students with low and high hardiness differ significantly in career orientation.

The calculated F-value for the interactive effects of stream x residential background is 1.87 which is insignificant at 0.05 level. This is indicative of the fact that joint effects of stream and residential background are independent of each other in explaining career orientation among female students meaning that female students of university of Jammu having arts, science and commerce streams and belonging to rural and urban areas does not differ significantly in their career orientation. In other words the nature of differences under joint influence of different levels of A and B (stream and levels residential background) is same and does not show significant differences in career orientation.

The calculated F-value for residential background x hardiness is 0.78 which is insignificant at 0.05 level. This indicates that fact that the effects of residential background and hardiness are independent of each other in explaining career orientation among female students meaning that female students belonging to rural and urban background and having high and low levels of hardiness does not differ significantly in their career orientation. In other words the nature of differences under joint influence of different levels of Band C (levels of residential background and hardiness) are same and does not show significant differences in career orientation.

The calculated F-value of hardiness x stream is 12.70 which is significant at 0.01 level. This indicates the fact that joint effects of stream and hardiness are dependent on each other in explaining career orientation among female students of university of Jammu perusing arts, science and commerce and having high and low levels of hardiness differ in their career orientation. In other words the nature of differences under joint influence of different levels of A and C (stream and levels of hardiness) is not same and show differences in career orientation.

Further F-value for triple interaction stream x residential background x self-esteem also turned out to be insignificant. The non-significant interaction effects are indicative that joint effects of stream, residential background and self-esteem are independent in explaining career orientation among female students. In other words the nature of difference in the levels of A, Band C i.e. stream, residential background and self-esteem in their joint influence in different combinations does not show difference in career orientation.

Table 4

Means And SDs Of Career Orientation Of Female Students Of University Of Jammu Belonging To Rural And Urban Areas With Favourable And Unfavourable Parental Attitude (N=450)

	Arts(A1)		Science(A2)		Commerce(A3)		
	Mean	SD	Mean	SD	Mean	SD	
Rural (B1)							B1=
Favourable Parental Attitude (C1)	124.03	26.22	136.4	19.17			134.94
Unfavourable Parental Attitude (C2)	140.03	17.07	139.3	14.12			
Urban (B2)							B2=
Favourable Parental Attitude (C1)	145.83	35.59	162.06	16.15			146.24
Unfavourable Parental Attitude (C2)	152.33	16.23	153.33	8.82			
	A1=	C1=142.0	A2=	C2=	C3 =		
	140.5		147.7	146.3	145.67		

The data in respect of career orientation scores obtained by urban and rural female students of university of Jammu with favourable and unfavourable parental attitude were analyzed using the technique of analysis of variance in which the variable of career orientation is dependent variable and residential background (rural and urban), stream (arts, science and commerce) and parental attitude (favourable and unfavourable) are independent variable. The investigator proceeded with the analysis of variance after fulfilling the required assumptions. While testing the data for homogeneity of variance the value of chi-square came out to be 10.78 for 7 df at 0.05 level indicating variance within the groups as homogeneous. The results of analysis of variance are presented in 5.

Table 5

Summary of ANOVA (with career orientation as the criterion)

Source	df	SS	MS	F
Stream (A)	1	55.10	55.10	0.24
Residential Background (B)	1	1473.20	1473.20	6.53*
Parental Attitude (C)	1	1262.50	1262.50	5.60*
AxB	1	418.70	418.70	1.85
BxC	1	980.10	980.10	4.34*



A X C	1	2047.50	2047.50	9.08**
A X B X C	1	192.60	192.60	0.85
Within	232	52302.40	225.44	
Total	239	58732.10		

\* Significant at 0.05 level

\*\* Significant at 0.01 level

The perusal of Table 5 shows that the F-value for main effect of stream among is 0.24 which is insignificant even at 0.05 level. This indicates that female students of university of Jammu having arts, science and commerce stream do not differ significantly in their career orientation.

The F-value for the main effect of the residential background is 6.53 which is significant at 0.05 level but could not attain the significance at 0.01 level. This indicates that female students belonging to rural and urban areas differ significantly in their career orientation.

It may also be observed from Table 5 that F-value for the main effect of parental attitude is 5.60 which is significant at 0.05 level but could not attain the significance at 0.01 level. This indicates that female students of university of Jammu with unfavourable and favourable parental attitude differ significantly in their career orientation. The results of the studies conducted by Subramanian (2007), Gupta (2007), Anand and Banot (2007) also indicates that favourable parental attitude enhances career orientation in female students where as unfavourable parental attitude decrease the career orientation among female students.

The calculated F-value for the interactive effects of stream x residential background is 1.85 which is insignificant even at 0.05 level. The insignificant value indicates that joint effects of stream and residential background are independent of each other in explaining career orientation among female students meaning that female students of university of Jammu and belonging to rural and urban areas do not show difference in their career orientation. In other words the nature of difference is not influenced by the influence of different levels of A and B (stream and levels residential background) is same and does not show differences in career orientation.

The calculated F-value for residential background x parental attitude is 4.34 which is although significant at 0.05 level but could not attain significance at 0.01 level. This is indicative of the fact that joint effect of residential background and parental attitude are dependent on each other in explaining career orientation among female students meaning that female students belonging to rural and urban background and having favourable and unfavourable parental attitude differ in their career orientation. In

other words the nature of differences under joint influence of different levels of B and C (levels of residential background and parental attitude) is not same and shows significant differences in career orientation.

The F-value for the interactive effects of parental attitude x stream is 9.08 which is significant at 0.01 level. This is indicative of the fact that joint effect of stream and parental attitude are dependent on each other in explaining career orientation among female students meaning that female students of university of Jammu and having favourable and unfavourable parental attitude differ significantly in their career orientation. In other words the nature of differences under joint influence of different levels of A and C (stream and levels of parental attitude) is not same and shows significant differences in career orientation.

Further, F-value for triple interaction stream x residential background x parental attitude turned out to be insignificant. The non-significant interaction effects are indicative that joint effects of stream, residential background and parental attitude are independent in explaining career orientation among female students. In other words the nature of difference in the levels of A, B and C i.e. stream, residential background and parental attitude in their joint influence in different combinations does not show difference in career orientation.

### **Educational Implications**

1. It is high time that women's study centres shift their focus from extension to the building of women's studies curriculum since sufficient achievements have been made in extension activities and it is high time to incorporate women studies in the course curricula at different stages of education (Rukmani, 2000).

2. Since the sociological variables of parental education, parental employment and family income seems to play a significant role in the career orientation of female college and university students, it would be worthwhile to suggest that if awareness campaigns can be brought, it may lead to better career commitment among female college and university students, pursuing academic and vocational streams. For this purpose, parents should: provide a stimulating environment that appeal to the girl child abilities and skills; expose the girl child to a diversity of cultures, experiences, people, ways of thinking and encourage them to try new experiences in their careers; and respect the girl child's efforts and let her know that she has confidence in her ability to do well. Let the child have both freedom and responsibility to deal with the consequences of her thinking to move ahead for education and employment.

3. Since self-esteem have been found to be significantly and positively related with career orientation, it is desirable to inculcate the ingredients of self respect, initiative among female college students to decide about careers in a positive and constructive

role. Therefore, the participation of females in higher education and career oriented courses needs to be cared for so that there is a favourable attitude towards work among the students undergoing degree to have an independent identity of their own in modern society.

4. To enhance career orientation in females, it is suggested on the basis of past research that the courses in higher education should be more diversified so that women students opt for a variety of courses to opt for new careers in their pursuit for self-dependence.

5. Career counselling should be introduced in secondary schools and colleges to equip the girl students to choose a career of their own choice as per their abilities and interests (Fassinger, 2002).

6. Career values are critical factors in determining satisfaction and dissatisfaction. It is therefore, essential that people who are seeking guidance in their career, benefit from being clear what these values are. They should utilize their abilities and potentialities for the achievement of goals of life. This will help the female students to shape their destiny in a better way and enhance their self-esteem.

7. The problems in women's security at work place and in educational institutions are a matter of concern. Hence, educational institutions and organizations need to look into this problem and provide guidelines and logistic support to educational institution. This will, no doubt, facilitate girls and female students to be more risk taking and adventurous for their due contribution in the developmental process (Fernando).

8. There is need for more interdisciplinary work in education with gender studies as a prime area to study the structural and institutional factors that push out girls participating in the formal education at all levels. The identification of such factors will point to the genuine reasons responsible for the slow educational progress of women. They will also directly feed into the policies that aim at promoting girls' education since factors other than the peripheral ones will explain the variation in the participation of boys and girls in education and especially higher education leading to employment.

9. Public awareness campaigns should be initiated to highlight the value of women's education. The message should be designed to shift conservative parental attitudes towards girls' schooling, on the grounds that many of the dividends of girls' education are non-economic benefits that accrue to the educated girls as well as to society at large, such as lower infant mortality rates, better child care and ultimately maternal support to education of children.

10. The problem lies in socio-cultural and political norms which account for low preference for vocational and technical education, which further gets transmitted into low level of participation in the restricted technical and vocational fields. Thus, social engineering to change the attitude and psychology of the masses is urgently required, which may encourage girls to go for all kinds of vocational, technical and professional



education as suits their needs, interests and aptitudes (Shah, 2000).

11. There is need to develop 'appropriate technology' for women not only to reduce their drudgery in household and other economic activities but also to improve sanitation and environmental conditions, raise the health and nutritional level of the working women and children and help in changing the attitudes toward overt and covert biases against them.

12. Steps should be taken by the government to introduce legislation that bolsters economic incentives for educating girls, by reducing job and wage discrimination against women in labour market. The signs are that if economic incentives for acquiring education are strong enough, cultural hurdles can be overcome (Fernandez, 2006).

13. The national perspective plan for women emphasis 'equal access to participation, and decision making of women in social, political and economic life', 'equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security etc and mainstreaming a gender perspective in development process. Hence the educational programmes, especially at higher education must be in developmental perspective to enable female students to be the skilled members of manpower for their optimal contribution to national development.

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# Social Awareness Among Male and Female Adolescent Students in Kashmir - A Comparative Study.

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## Abstract

*The paper discusses social awareness of male/female and rural/urban adolescent students in Kashmir province. Nadeem and Ijlal's social awareness scale was administered on a group of 600 adolescent students. The results revealed that there was no significant mean difference between male/female adolescent students on composite dimension of social awareness scale. However, in case of urban and rural students significant difference was found between urban and rural adolescent students on composite dimension of social awareness scale and the mean difference favored urban adolescent students.*

**Key words:** Social Awareness, Male, Female, Rural, Urban, Adolescents, Students

## Introduction:

Today there is nothing more obvious to thoughtful people than a need for a consistent and objective outlook concerning society and its present and future possibilities. In a changing society like ours, the fundamental question in developing society like ours is developing capability of bringing about the necessary adjustment to the situation from within, and at the same time expresses the nature of changes required in terms of constructive ideas.

Awareness does not convey the more accumulation of rational knowledge. It means the readiness to see the whole situation in which the one finds one self in the life of the individual and in that of the community. Awareness does not emphasis one's actions on immediate tasks and purposes but to base these on a comprehensive vision. Awareness is not knowledge but attitude of mind, awareness is not measurable in terms of acquired knowledge only but in terms of the capacity of seeing the uniqueness of the situations. Awareness includes the capacity of getting hold of facts which are on the horizon of our personal or group experiences.

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The need for awareness in society varies mainly with the rate of change and nature of individual and group conflicts which go with it. As long as slow gradual development and security prevails, there is no need for an excessive amount of information. The review of the literature on social awareness has clearly indicated that this area has been completely neglected. Hardly a few studies have been conducted in this field. These studies have turned to be inclusive because of the lack of a comprehensive approach in analyzing the problem. Realizing the importance of social awareness and the role which youth are supposed to play in strengthening the social order. The investigators get interested in undertaking an analytic study of social awareness with respect to adolescent male/ female and rural urban students reading in various higher secondary schools in Kashmir province.

### **Objectives of the study.**

The following objectives were formulated for the purpose of the present study.

1. To compare male and female adolescent students on social awareness.
2. To compare male and female students of arts discipline on social awareness.
3. To compare male and female students of commerce discipline on social awareness.
4. To compare male and female students of science discipline on social awareness.
5. To compare rural and urban adolescent students on social awareness.

### **Methodology and procedure.**

#### **Sample:**

The sample for the present study was taken from the various higher secondary schools of Kashmir province. A total number of 600 students both male and female, rural as well as urban in the age range of 15- 18 years were taken randomly as sample for the proposed study.

#### **Description of the tools;**

For the present study, the investigators used, Nadeem- Ijlal social awareness scale to collect the data. This is a 64 item scale with a 5 point rating. The details about the scale are given as under:

It measures awareness with reference to five important aspects of the social system viz. economy, education, family, polity and religion. It also measures awareness with regard to 13 major social problems present in the contemporary Indian society. These include 'Bonded Labour' 'Casteism' 'Child Labour' 'Child Marriage' 'Corruption' 'Communalism' 'Dowry' 'Drug Addiction' 'Population Explosion'

*Youth Problems and Women's Problems*

The scale is comprised to 50 positive and 14 negative items. The distribution of items with regard to 'Knowledge' 'Diagnosis' and 'Attitude' components is as under:

	Positive	Negative	Total
Knowledge (k)	15	05	20
Diagnosis (D)	18	04	22
Attitude (A)	17	05	22
Total	50	14	64

**Analysis and interpretation.**

In order to achieve the objectives formulated for the present study, the data collected was statistically analyzed using t-test. The results have been tabulated as under:-

**Table 1.0 Comparison of male and female adolescent students on social awareness .**

Group	N	Mean	S.D	T-value	Remarks
Male	300	251.5	16.43	0.56	Significant
Female	300	250.5	14.23		

The perusal of above table shows the mean comparison of male and female adolescents on social awareness. The above table indicates that there is no significant difference. Both the groups show similar type of social awareness.

**Table. 1.1 comparison of male and female adolescent students of Arts discipline on total scores of social awareness**

Group	N	Mean	S.D	t-value	Remarks
Male	100	250.00	17.19	0.56	Insignificant
Female	100	248.00	18.45		

The perusal of table 1.1 shows the mean difference between the male and female adolescent students of arts discipline on total scores of social awareness. Since the calculated t.value ( 0.56 ) is less than the tabulated value at 0.05 and 0.01 level of

significance. The results reveal that the two groups of students do not differ significantly on total scores of social awareness.

**Table 1.2 comparisons of male and female adolescent students of commerce discipline on total scores of social awareness.**

Group	N	Mean	S.D	T-value	Remarks
Male	100	249.70	15.76	0.33	Insignificant
Female	100	248.65	15.25		

The perusal of table 1.2 shows the mean difference between the male and female adolescent students of commerce discipline on social awareness . since the calculated t-value ( 0.33 ) is less than the tabulated value at 0.05 and 0.01 level of significance. The results reveals that the two groups of students do not differ significantly on the total scores of social awareness.

**Table 1.3 comparison of male and female adolescents of science discipline on total scores of social awareness.**

Group	N	Mean	S.D	T-value	Remarks
Male	100	256.34	13.57	0.85	Insignificant
Female	100	253.88	15.42		

The table 1.3 shows the mean difference between the male and female adolescent of science discipline on total scores of social awareness. Since the calculated t-value (0.85) is less than the tabulated t, value at 0.05 and 0.01 level of significance. Therefore, the results confirms that the two groups of students do not differ significantly on the total score of social awareness

**Table 1.4 comparison of rural and urban adolescent students on total score of social awareness**

Group	N	Mean	S.D	T-value	Remarks
Rural	300	251.20	13.07	2.12	Significant at 0.05 level
Urban	300	254.67	15.67		



The perusal of table 1.4 shows the mean difference between the rural and urban adolescents students on total scores of social awareness. Since the calculated t-value 2.12 is greater than the tabulated value at 0.05 level of significance. Therefore, the results reveal that the urban adolescents showed better social awareness than the rural adolescent students.

## **Conclusions:**

On the basis of statistical analysis and also in the light of empirical evidence, the following conclusions have been drawn.

1. The male and female adolescents students do not differ significantly on their social awareness.
2. The male and female adolescents students of arts discipline do not differ significantly on total scores of social awareness.
3. The male and female adolescents students of commerce discipline do not differ significantly on total score of social awareness.
4. The male and female adolescents students of science discipline do not differ significantly on total score of social awareness.
5. The rural and urban adolescents students differ significantly on total scores of social awareness. The urban adolescents showed better social awareness than rural adolescents students.

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# Vocational Preferences and Academic Achievement of Secondary School Students with Special Reference to the Type of Institution

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Nazima\*\*

## Abstract

The present study was carried out to find out the vocational preferences and academic achievement of secondary school students with special reference to the type of institution. A sample of 100 students was drawn randomly from both private and Government institution. The age of the subjects was 15-16 years. Data was collected with the help of Chatterji's Non-Language Preference Record (1966). Mean, S.D. and *t* test of significance were calculated to find out the differences between the mean scores of the subjects on some vocational preferences. The result revealed significant mean differences between the two groups under investigation.

**Key Words:** - Vocational Preferences; Academic Achievement; Type of institution

## Introduction

During the last few decades a number of studies have been conducted on vocational preferences of students at different stages of their education to steer them, to enter the jobs of their choice and reap the fruits of their interests. Vocational preferences are the most important decisions in the life of every person. Inadequate choices lead to failure and suitable ones to promising returns. Preferences are modifiable; therefore, every precaution is to be taken while developing interests in several vocations which finally help a person to make a steady progress and enjoy prosperity. Hence, research in this area can be of tremendous help to the students for placing them on right jobs.

In modern technological age one of the objectives of education is to enable an individual to choose an occupation for which he is most suitable. Education, thus, should lay emphasis on vocational efficiency and later seems to be productive in contributing the social life of the society. This explains that right choice of an occupation is very important for an individual to lead socially useful life. Vocational choices are nothing but making a decision for preparing and entering upon a particular job. If the individual succeeds in developing himself properly and prepares for a vocation which suits him and is in harmony with his all round development, he is able to contribute towards the general

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economic growth and development. Thus, there is a need for vocational guidance in order to establish a happy and well organised social structure. It is possible to conserve human resources only through proper vocational selection. In a dynamic society where changes are brought about by new scientific discoveries and inventions, conditions of life and work change rather rapidly. This is a changing world of occupation; there is a great need of vocational selections. A vocational selection is needed on account of individual and the society as well as for the consideration and utilisation of human resources in a fast changing world of technology and industry (Sugra2005).

As mentioned earlier, vocational choices are nothing but a choice of decision making for a particular job and the final selection and preparation of it depends on many factors like; education, training, level of intelligence, special mental abilities, interest aptitudes, health and physical development, personality traits, economic status and other allied factors. It is pertinent to mention that few individuals make a permanent vocational decision in their life.

A host of studies have been carried out in the area of career education in India and abroad and a number of variables falling under cognitive, non-cognitive and demographical variables seem to have been investigated. Attempts have been made to study career choices of students in relation to intelligence, scholastic achievement and creativity (Tylor, 2004; Hmingthanzuala, 2001; Mattoo, 1994;Tulsi, 1985; Randhawa, 1977;Martin, 1975). Influences of parental education, age, socio-economic status (SES) and institutional status has been investigated by various researchers (Sujata, 1988; Yasmeen, 1985; Martin, 1975; Adms, 1974; Wockwood, 1958; Mohan and Banth, 1957; Bell, 1938 and Anderson, 1932). Career choices of students in relation to locality, sex and personality factors have also been the interest of researchers (Sujata, 1988; Mohan, Sujata and Banath, 1986; Pandey, 1975; Pangotra, 1965 and Bell, 1938). The findings of the studied have been found to be of divergent nature. Besides, locality has been reported to have no effect on the vocational preferences of the students (Sujata, 1988; Mohan, 1986 and Bell, 1938). Some researchers have found that SES influences the vocational preferences of students but the sample of these studies seem to have been drawn from privately managed institutions. Since the students in private institutions are mostly from the privileged socio-economic class, therefore, their studies reflect the vocational preferences of a particular class of society. Beside, attempts have been made to study vocational preferences of adolescent students in relation to sex, locality and socio-economic status (Sugra and Dalton,2008; Yadave and Raj, 2000; Mir, 1997 and Nityananda Pradhan, 1995).The findings of these studies revealed that socio-economic class has no effect on the vocational preferences of the students, where as the gender differences in vocational interests are in agreement.



### **Need and importance of the study**

Freedom to choose one's life style is basic to our democracy. India is considered to be the one of the leading and developing countries, seeking to become self-sufficient. A rigorous effort is being made to plan the educational and vocational system so as to utilize human resources to the maximum. The most important investment that a country can make is on its human resources. Money and time spent on training students in different courses has to be optimally utilized with a view to develop potentialities to maximum. The findings of some researchers reveal that locality has not the total effect on the vocational preferences of the students, while as there are gender differences in vocational interests. So, selection procedures are to be such, which deposes the right man for the right job, keeping the abilities, aptitudes, personality, motives and interest suited for job. This would result in increased work efficiency production and personal satisfaction.

### **Objectives of the study**

The study was carried out with the following objectives:-

1. To find and compare the vocational preferences of students belonging to private and government institutions.
2. To find and compare the academic achievement of students belonging to private and government institutions.

### **Hypothesis:-**

The study aims to test the following hypothesis:-

1. Students of Private and Government institution differ significantly in their vocational preferences.
2. Students of Private and Government differ significantly in their academic achievement.

### **Variables:-**

**Vocational Preferences:-** Vocational preferences have often been defined as what the individual prefer to do. Out of number of vocational alternatives, his preferences or interest for one or another and this form his choice.

**Academic Achievement:-** Academic achievement refers to the degree of success or proficiency attained in some specific area concerning scholastic or academic work.

### **Design of the study:-**

**Sample:-** A sample of one hundred students reading in 9<sup>th</sup> and 10<sup>th</sup> grade was drawn randomly from 4 private institutions and 4 government institutions of district Srinagar for the investigation. The students were in the age group of 15 to 16 years.



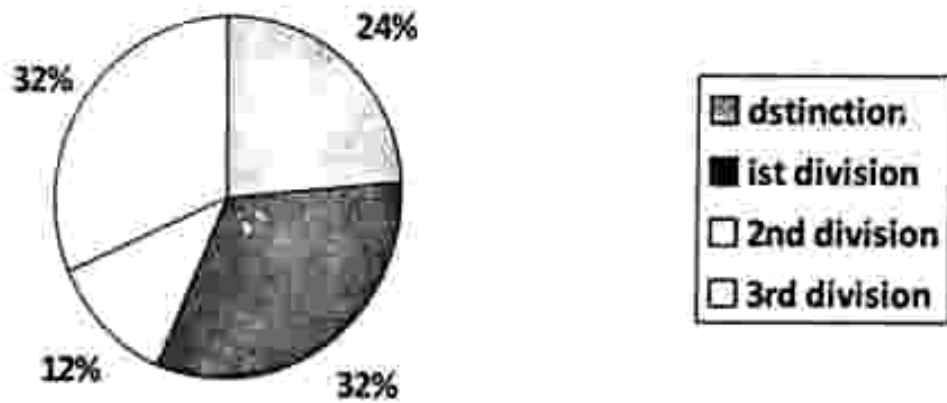
Table 3.00

Performance Standard of Private and Government School Students

Rank	Private		Government	
	N	%age	N	%age
Distinction Holders(75% above)	12	24%	1	2%
1 <sup>st</sup> Division (60%-70%)	16	32%	4	8%
2 <sup>nd</sup> Division (50%-59%)	6	12%	9	18%
3 <sup>rd</sup> division (below 50%)	16	32%	36	72%

(figure I)

Showing performance standard of private school students.



(figure II)

Showing performance standard of government school students

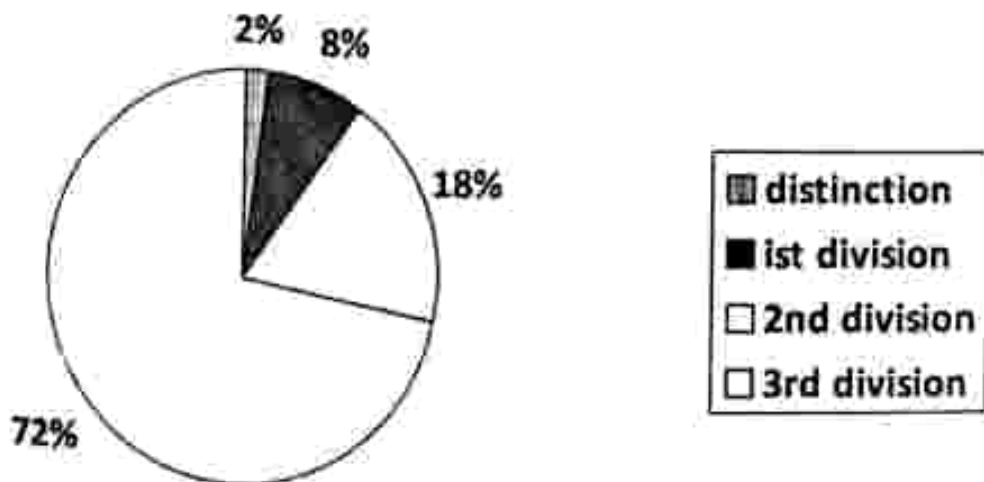




Table 4.00

Showing the significance of difference between the mean scores of private and government school students in academic achievement.

Type of School	N	$\bar{x}$	S.D	't' value
Private	50	61.64	13.99	6.1***
Government	50	48.28	7.5	

\*\*\*significant at 0.01 level.

### Interpretation:

Table 1.00 reveals that on the basis of predominant vocational preferences of each individual student, the pattern of vocational interests of students (private school) emerged to be as: sports (30%), fine arts (22%), scientific (12%), outdoor (12%), household (12%), medical (8%), agriculture (2%), technical (2%). None of the respondents has any dominant inclination on literary and craft activities. However, in case of students belonging to government schools, the pattern of predominant vocational preferences seems to be as: sports (30%), outdoor (20%), fine arts (16%), scientific (14%), medical (8%), literary (4%), household (4%), agriculture (2%), technical (2%) and crafts (nil).

The results presented in table 2.00 reveal that the private school students differ significantly from government school students in certain areas of vocational interests like fine arts, technical, craft, household; where as in certain areas like literacy, scientific, medical, agriculture, outdoor, and sport no significant difference are reported to exist. The finding of the present study are in line with the findings of other researchers in the field (Tylor, 2004; Hmingthanzuala, 2001; Mattoo, 1994; Tulsi, 1985; Randhawa, 1977; Martin, 1975).

An examination of table 3.00 (Figure I) gives information regarding the performance standards of private and government school students. The results reveal that in case of private school students 24% were distinction holders; 32% were 1<sup>st</sup> divisioners; 12% were with 2<sup>nd</sup> division and 32% were 3<sup>rd</sup> divisioner's. Whereas, in case of students belonging to government school (Fig II) the performance standard came out to be as: 2% with distinction; 8% as 1<sup>st</sup> divisioner's; 18% with 2<sup>nd</sup> division and 72% as 3<sup>rd</sup> divisioners.

Table 4.00 reveals that there is a significant difference between the mean scores of private and government school students in academic achievement. The t value came out to be 6.1 which is significant at 0.01 level. It can be inferred that the private school students exhibit greater scholastic achievement than government school students. The finding of the present study are in line with the findings of other researchers in the field (Tylor, 2004; Hmingthanzuala, 2001; Mattoo, 1994; Tulsi, 1985; Randhawa, 1977; Martin, 1975).

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# **Educational Philosophy of Dr. Sarvapalli Radhakrishnan.**

*G.M Malik\**  
*Ashiq Hussain Mir\*\**

The greatness of an individual can be measured by two tests viz the influence he has made upon the course of history and the impact he makes on the men who came in contact with him. By both these tests Dr. Radhakrishnan was undoubtedly a great man who ever lived. Philosopher president, Dr. S. Radhakrishnan was born on 5<sup>th</sup> September 1888 in village Tiruttani (Andhra) in Tamil Nadu. He got his early education in Thiruttani. He had his schooling and college career in Christian Missionary institutions. After passing M.A in Philosophy in 1910 he started his teaching career as professor in different Indian Universities for short periods while his writing philosophy of Tiresias life earned him fame, his notes on western philosophy attracted the westerners. It was the golden period of his life when he served the Calcutta University for twenty years. His book on history of Indian Philosophy won him Laurels and he was invited by Oxford University to lecturer on the Hindu view of life. He availed of the opportunity to visit a number of countries. He joined the professor of comparative religion at Oxford University in 1929 and was appointed vice chancellor of Andhra University in 1931. He won the rare distinction of being awarded the fellowship by the British Academy of fellowship. As vice chancellor of Banaras Hindu University, he visited China on a lecture tour. He was the chairman of the university grants Commission. In 1948 Govt of India appointed the university education commission under the chairmanship of Dr S. Radhakrishnan. In 1962 this philosopher became the second president of India and was awarded the Bharat Ratna the highest national distinction in 1967.

## **Dr. Radhakrishnan's view of life**

Philosophers vision and educationists zeal make an ideal combination in Dr. Radhakrishnan philosophy and education go hand in hand. His educational thinking needs to be studied in the context of his view of life. Philosophy does not afford Radhakrishnan the seclusion of an ivory tower but offer him the opportunity to comprehend life and to have the vision of the realities of living. His philosophy is not removed from the truth of existence. The function of philosophy is to order life and action. It has the quality of ennobling life and broadening the outlook. Philosophy gives us insight into the meaning of life. Dr. Radhakrishnan's philosophy is idealistic. It means that life has a purpose, ideals and values are the dynamic forces that give direction to life and help it to achieve its goal. There are certain values which transcend man and

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society. The proper end of life and therefore of education, being inherit in the valley nature of universe morally obligate man to discover, recognize and accept the supremacy of such values and to regulate his behaviour accordingly.

### **Meaning and function of education**

Education= Training of Intellect, Heart and spirit.

Education to be complete, must be humane, it must include not only the training of the intellect but the refinement of the heart and the discipline of the spirit. No education can be regarded as complete if it neglects the heart and the spirit. We need education of the whole man physical, vital, mental, intellectual and spiritual.

### **Humanism in education**

No nation in this world can hold its place of primacy in perpetuity. What counts is the moral contribution we make to human welfare. Let us, therefore, try and develop the qualities of charity in judgment and compassion for people who are suffering if we adopt such an approach, the tension of the world will diminish rapidly.

### **Education for democracy**

The cause of democracy is the cause of the human individual of the free spirit of man with its spontaneous inspiration and endeavour. Every man whose thoughts and feelings are not silted up has his own inner possession, which belongs to him alone, his holy shrine, which he has won for himself. When an individual is trained to appreciate his own holy being, he will develop a chastity of mind and spirit and approach with inner trembling another's sanctuary. Intolerance is basically unchastely. If we do not give this spiritual direction to our education, it fails in its purpose.

### **Education to develop scientific spirit**

A lively development and use of intellectual curiosity, imaginative power, technical skill acceptance of goals that stretch one's talent and energy to their utmost extent and the simultaneous rejection of all clichés of thought, sterile styles and forms and social manners that hamper individual aims and efforts, these are the characteristics of the young person who is anxious to defend his individuality against the ever-present and corrupting force of habit and tradition and social pressure for conformity. All this is possible with single minded devotion.

### **Education and human values:**

There is a great deal of intellectual and technical skill but the ethical and spiritual vitality is at low ebb. The mind of man, every young and eager though standing on earth on a footstool, stretches out its hold into the stars. There is nothing wrong about science, what is wrong is the use we make of it. Education should give us a purpose. Man's completeness results from the pursuit of truth and its application to improve human life, the influence of what is beautiful in nature, man and art and spiritual development and its embodiment in ethical principles. Coarseness of feeling darkness of mind and very casual way in which we inflict cruelties all these indicate inward emptiness.

### **Education and spiritual values:**

Education is the means by which we can tide up minds, acquire information as well as a sense of values. Education should give us not only elements of general knowledge or technical skill but also impart to us that bend of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens of our country. A true democracy is a community of citizens differing from one another but all bound to a common goal.

### **Education- A search for integration:**

Education aims at making us into civilized human beings, conscious of our moral and social obligation. We must know the world in which we live physical, organic and social. we must have an idea of the general plan of the universe and the search for truth. We attain truth our burdens are lightened and our difficulties are diminished. It lights up our pathway with the radiance of joy.

### **Contribution of Dr. Radhakrishana:**

The greatest contribution of Dr Radhakrishana to educational thought and practice is the report of the university education commission 1948-49. The report of the commission which was presided over by Dr S Radhakrishnan, a distinguished scholar is a document of great importance as it has guided the development of university education in India since independence. Its recommendations envisaged 12 years of schooling and degree course of three years. It also recommended that the university teaching be made more attractive by improving the conditions of service. Another important recommendation was the setting up of a centre grants commission. The commission courageously tackled the problem of the religious education.

The commission observed 'our education should encourage the development in its members fearlessness of mind, strength of conscience and integrity of purpose. It has further observed: "if we claim to be civilized, we must develop thought for the poor and

the suffering, chivalrous regard and respect for women, faith in human brotherhood, regardless of race and color, nation or religion, love of peace and freedom, abhorrence of cruelty and ceaseless devotion to the claims of justice peace."

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# Qualitative Improvement in teaching Learning-Evaluation Goal of Zero Tolerance for Process Risk

Nazir Ahmad Gilkar\*

## Abstract

*The higher education institutions primarily lack punch. There is low value additions and high process risk. The present paper on the one hand focuses on competitive environment and exemplary work culture with total social commitment in the teaching- learning process and on the other hand examination and evaluation reforms. Nothing can improve unless there is zero tolerance for process risk. Performance audit of all the stakeholders is thus a must. The discussion on this paper is appended under Annex-I]*

## Introduction

The second criteria under NAAC accreditation is captioned "Teaching learning-Evaluation" (TLE). It carries 450 score points or 45 percent of the total weightage. And spreads over six key aspects and thirty core activities. This criterion is pivotal as regards process effectiveness leading to excellence. "Excellence is always result of high intentions, sincere efforts, intelligent direction and skilfull execution" (NAAC, 2004). All this demands an exemplary work culture with a social commitment in a competitive environment.

## The framework

### Problems

The following media highlights are quite disturbing. These reflect the contemporary state of health of higher education sector.

- 10,000 including Ph.Ds and MBAs apply against 120 posts of chowkidars in Delhi Govt (The Hindu).
- 6000 apply for 26 posts graduates and PGs jostle for class IV Jobs (Greater Kashmir)

### Objectives

The present paper in the afore said back drop has been attempted in pursuance of the following objectives.

- To study the state of the process value addition in higher education sector.
- To explore ways to overcome process risk leading to excellence in higher education institutions.

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## **Methodology**

The discussion held in the perspective of J&K state is based on certain arguments. An oppionnaire , a Competitive environment, work culture and social commitment four statements under each item was administrated to 39 participants to obtain their responses. The paper, in respect of various issues, attempts to generate a debate and discussion to arrive at some conclusions and remedial measures for implementation.

## **Discussion**

### **I: Fundamental contentions**

The debate and deliberations move around a variety of arguments and counter arguments in the context of afore said identified problems.

- That miss-match between demand and supply in the job market appears a sound factor responsible for this state of affairs. This argument could have been further substantiated but there has not been excellence performance achievement at institutional and individual level of students. As is clear thus:
  - a. That at institutional level, 25 higher education institutions (Colleges) stand accredited by NAAC so far. Two institutions only got "A" grade. An accredited institution obtained 2.62 on a four point scale. People were complacent with getting "B" grade under new scheme. But, what about the process risk to the tune of 0.58 points or 14.5 percent at 80% optimal level of performance. The public funds spent around Rs 200laks for a period of 5 years are not justified because of underperformance. A matter of serious concern! The stakeholder needs to pause and pander over.
  - b. That at individual level percentage marks (mean score) obtained by the students was 49-73% (2009). Start deviation 4.83 and co-efficient of variance 9.70%. the students felt satisfied even at this level of low performance. The intrinsic value could have even seen lower. There was a process risk of around 30.27% against 80% optimal level of performance. It reflects an in adequate value added process. The under utilisation of public funds should have rendered all the stake holders restless to correct this state of affairs.
- That higher education is open for all and sundry. The proper channelization after 10+2 level is missing. Students having zero aptitude for higher education should have been channelized towards acquiring hard skills. Industrial Training Institutes (ITIS) and polytechnic Colleges should welcome them. However,

stark reality is that the gross enrolment ratio (GER) at 5% in J&K state is the lowest. The national average at 13.48 % (2007) was expected to rise to the level of 20% by the year 2015. The requisite number of the students in the relevant age group is not attracted towards higher education.

- That expansion is responsible for quality deterioration. True it may be but J&K state accounts for only 0.48% as against 1.00% in the total number of colleges for general education in the country. Keeping in view the population size of the state and the number of colleges at the national level, J&K state needs 54 more colleges for general education to maintain the current national average.

The afore grim phenomenon or academic recession is rightly attributed to either

1. Market forces, or
2. Improper channelization, or
3. Mass expansions are not well founded arguments. The fault lies somewhere else. This needs a through interception at the level of all stake holders. The education institutions are expected perpetual value additions of students under the paradigm of value chain analysis. Quality improvement in TLE process is essential. But, it is found that the magnitude of the process risk in the system is substantially high.

### **Punch lacking**

The following issues are very pertinent in this regard:

- That teaching- learning- evaluation process has not attained the primary three dimensional objectives to make learners
  - i. Independent
  - ii. Interdependent, and
  - iii. Confident.
- That transition of higher education from "elite class" to "mass- based" mechanism resulted in harmonisation of higher education with livelihood. The higher education as such cannot be divorced from employability rather has to be needed with it:
- That the LPG wave brought with it a Competitive environment. Sequel to it there has been a total shift from bottom-up to top- down approach. As says a scholar "whenever any results are declared everybody concentrates on the toppers. Nobody bothers about the performance of average students. They are in majority. Addressing their problems is need of the hour that would provide a solution to the questions confronting our education system (GK Reflection/ 17.02.2011). This again is a glaring example of high process risk.



- That the state of work culture is highly dismal and deplorable and sans social commitment at all levels. The ABC analysis of students registered in all the conventional faculties in the college sector in the state may reveal as under box (a).

Box (a)			
A	Real learners	10%	Top-line
B		20%	
C	Just Registered	70%	Bottom-line

The students falling under 'A' category are real learners. They shine not only in the state but outside as well in every walk of life. They constitute the top-line, whereas, 20 percent students fall in the 'B' category who get themselves registered with a view to getting a certificate. They may resort to unfair practices in the examinations and create problems here and there. They contribute towards process risk to the maximum extent. The University even negates their degree certificates when it conducts entrance test for advanced studies. They need to be motivated and their and their processing needs additional efforts by the faculty.

The other day a Chartered Accountant friend was asked as how they create a differentiation when course of study for both of our programmes (B.Com/ M.Com or CA) are almost uniform. His reply was interesting and logically convincing as well and reproduced here under Box (b).

Box (b)
You believe in short-cuts, guess work, irrelevant and obsolete study notes made available at Tuition Shops. You exercise Trick No 1 and Trick No2 and so forth. You attempt 2 problems; whereas, we attempt 200 on the same topic. We are methodical and study regularly, rigorously and religiously. We comparatively put in 100 times more labour, effort and time. Naturally we add value to the process and enjoy a cutting edge and have a comparative advantage.

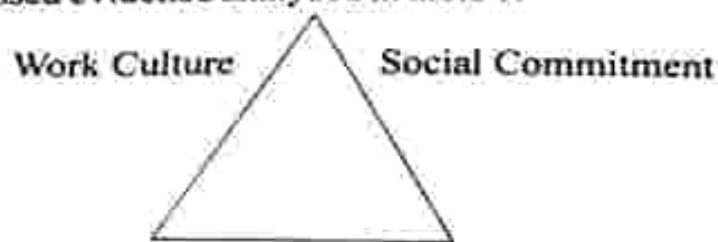
The general academic institutions churn out graduates fit for lowest rate jobs (of course with some exceptions). There is simple data and information that too obsolete. It sans dissemination of knowledge and wisdom and finally to arrive at the truth. The system moves around process. All the stakeholders contribute and are equally responsible for the risk.

drudgery and the transformation of knowledge leading to low value added in the high process

II: Teaching-Learning Efficacy  
The triangular paradigm of Competitive environment, work

culture and social

commitment is discussed evidence analysed in table 1.



### Competitive Environment

Competitive Environment			Work Culture			Social Commitment		
Statement	+ve Response		Statement	+ve Response		Statement	+ve Response	
	No	%		No	%		No	%
X <sub>1</sub>	35	89.75%	Y <sub>1</sub>	37	94.85	Z <sub>1</sub>	36	92.30
X <sub>2</sub>	33	84.60%	Y <sub>2</sub>	34	87.20	Z <sub>2</sub>	34	87.20
X <sub>3</sub>	33	84.60%	Y <sub>3</sub>	33	84.60	Z <sub>3</sub>	35	89.75
X <sub>4</sub>	34	87.20%	Y <sub>4</sub>	31	79.50	Z <sub>4</sub>	30	76.90
Mean		86.55			86.55			86.55

Source : Field Survey

### Competitive environment:

The higher education institutions operating in a Competitive environment need to realise:

Statement X1: that quality in the ultimate analysis is the outcome of competition and minimisation of process risk. It can be attained not only by meeting benchmarks but by beating benchmarks as well. 89.75% of the participants subscribed to this view point;

Statement X2: that the students should get an exemplary exposure, equal opportunity to put in every effort towards total preparedness for facing the real life challenges. 84.60% participants held this point of view.

Statement X3: that the curriculum under competitive environment is regularly revisited, reviewed and revised in order to shape it in live with the global standards. This statement was agreed upon by 84.60 participants.

Statement X4: that added focus need be on the student. Centric pedagogy and faculty accordingly have to equip with the new instructional strategies in order to improve upon

quality and add value to the process. This statement was supported by 87.20% participants.

### **Work culture**

The need of the time is to re-evaluate the approach enabling challenges of Competitive environment are to be converted into opportunities by way of an effective work culture. Therefore, it is required;

Statement Y1: that the students not only work hard but study smart with a positive altitude to create a differentiation by adding credibility to and making TLE a challenging experience reducing thereby process-risk. This statement was endorsed by 94.85% participants;

Statement Y2: that the treasure of talent hidden in students is groomed faculty by the faculty and the parents of the students to result in real learning. 87.20% participants were in support of this statement;

Statement Y3: that the institution pursue affirm but flexible time-table exposing students to all the three segments of education-intellectual, emotional and spiritual for overall development of mind, body and spirit to stimulate total absorption of students in their holistic personality development. 84.60% participants were in favour of this statement;

Statement Y4: that the short-cuts, guess work, mugging up etc. are replaced forth with by igniting minds for thinking, critical appraisal, creativity and innovation. This statement was appreciated by 79.50% participation.

### **Social commitment**

The whole focus of all the stake holders necessarily has to be embedded with social commitment which in turn demands:

Statement Z1: that the faculty be totally engaged in professional development and involved in exploring coteremporary advancements made in their respective fields of specialisation. This statement obtained acceptance of 92.30% participants;

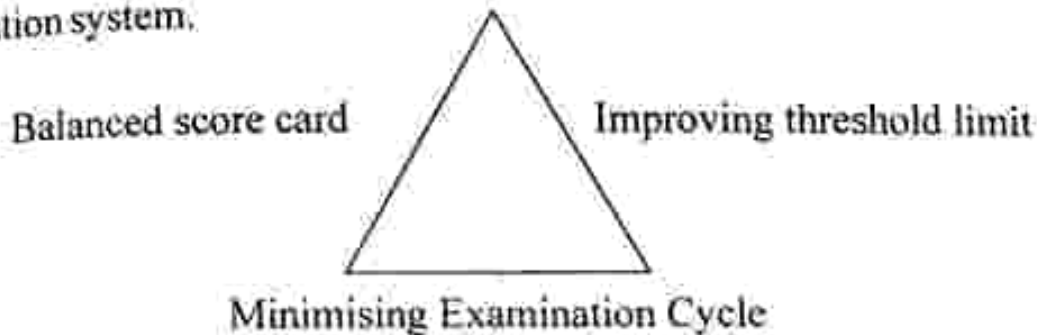
Statement Z2: that organising personality and attitudinal programmes has to be mandatory with a view to churning out world class students confident in attitude and independent in decision- making to effect a positive social change. This statement received approval of 87.20% participants;



Statement Z3: that the performance of the institutional leadership is judged as to what extent they have been able to process available scarce resources into optimal level of value addition for social benefit. 76.90% participants were in favour of this statement.

### III: Examination and Evaluation Reforms.

The following steps need to be initiated towards reforming examination and evaluation system.



- The present very wide examination and evaluation cycle entails 2-3 months. That results in shrinkage in the days available for teaching-learning process. The following steps need to be considered for implementation in order to effect a reduction in the examination cycle:
  1. To start continuous evaluation mechanism round the academic session and keep the students fully engrossed in their studies.
  2. To implement single paper scheme of examination and relieve students of examination stress and strain. This way the regular academic transaction would start from March 1<sup>st</sup> on re-opening of the college after winter vacations. It would help in gaining more days for teaching-learning. The institutions would be abuzz with academic dispensation from March 1<sup>st</sup> to Oct 31<sup>st</sup> (8 months). From Nov 1<sup>st</sup> to 15<sup>th</sup> Dec examinations would be conducted and results to be out by the 10<sup>th</sup> Feb for all the degree classes.
- The present threshold limit for qualifying examination (36% or 40%) is now age old and need reconsideration. It provides scope for very high process risk (44% or 40% ) at 80% optimal level which is not acceptable under any educational standards especially in the era of quality education. The present threshold limit may be raised upto 45% or 50% and further an incremental basis over the period. The 'push factor effect' would make the students work further. There also need some riders for qualifying both internal and external examinations.
- The present system of education is examination oriented. To reduce the dominance of examination the conventional 'marks card' is required to be replaced by the 'balanced score card' to reflect performance of students in all spheres of learning. The main objective is to focus on the real learning, intrinsic

academic worth and overall personality development of students. Thus to accommodate scholastic as well as non- scholastic activities to form different components of the 'Balanced score card'.

## **Conclusions**

The stake holders need to pursue a high intent. The institutional leadership, Deptt of higher Education and affiliating Universities are desired to provide intelligent direction. The parents and faculty render skilful execution of activities. Continuous parental support and strong backing by the faculty would provide a golden opportunity to students to move ahead fast in their academic pursuits. The students as primary stakeholders are expected to put in sincere efforts in their studies. All there put together with academic zeal and zest and total social commitment would add value to the process finally to result in excellence. All the stakeholders should be subjected to the strict social audit to encompass five cardinal components:

- Audit of policy
- Audit of institution
- Audit of governance
- Audit of faculty
- Audit of students

## **Discussion**

*Annexure-I*  
*Dr. Farooq A. Shah*

In the contemporary knowledge era, educational excellence has become a buzz word. Even if experts have had considerable difficulty in evolving a concern on what the term "Educational Excellence" precisely stands for, yet most of these experts acknowledge that the concept is the central theme of any educational intervention effort. Given the fact that educational excellence is a relative term, it can be defined as "the degree to which the system and institutions of education are effective in providing the socio-economically viable citizens to the contemporary society".

The concept of holistic efficiency in the education system emphasises that educational excellence is the composite function of all the internal and external systemic constituents. As a matter of fact, the value addition process or teaching-learning-evaluation dynamics lies at the core of the excellence of the education system. In other words, any compromise on the effective execution of teaching-learning-evaluation is bound to impact the efficiency of the educational system as a whole. It is in realisation of the significance of this core constituent that the National Assessment and Accreditation

Council (NAAC) have assigned a weightage of 45% to the criterion of 'teaching-learning-evaluation' on assessing the excellence of affiliated and constituent colleges.

The paper under discussion "Qualitative improvement in Higher Education Institutions- Goal of Zero Tolerance for Process Risk" by Dr. Nazir Ahmed Gilkar is a right pick, laid on a well thought out framework. Building on the backdrop of the higher education scenario in Jammu & Kashmir, the author has touched upon a few characteristics of the dismal standing of the state's higher education sector. The empirical study focuses on the core constituent of the system viz. teaching, learning and evaluation. In an attempt to explore the risk associated with the dynamic process of teaching-learning-evaluation, the paper takes up three delicate elements critical to the effectiveness of the core constituent. These include competitive environment, work culture and social commitment. The author has attempted to investigate the critical areas of the three typical dimensions and delved deep into the factors that determine the efficacy of the teaching-learning-evaluation process.

Highlighting their role on minimising the process risk, the plethora of factors identified by the author cover all the areas on the relevant paradigms of the student, the teacher and the value addition process. Besides, the paper envisages the examination and evaluation reforms and elaborates on its three distinct areas.

By writing a paper on such a key area, the author has amply demonstrated his deep understanding of the dynamics of the quality and excellence of the higher education institutions and the system as a whole. The paper has opened up new vistas for studying the tacit but equally crucial elements of the educational excellence.

*Dr. Farooq Ahmad Shah is Nodal officer, Govt. Degree College, Sumbal, Kashmir.* Statement Z, that all the stake holders are expected to contribute towards the improvement in the quality of TLE with full Social Commitment. This was agreed upon by 89.75% participants;



# **The Significance Of Extension Education And The Role Of University**

*G. H. Mir\**

The thinking that the institutions of higher education, particularly the universities, need to change their orientation beyond mere teaching and research is the result of awareness that changes in the economy and the consequent changes in the society require new knowledge and skill to cope up with the dynamics of fast changing technological knowledge based competitive world. Accordingly the comprehensive linkages and sustained networking with the community gained ground for mutual benefits. The extension therefore emerged as a unique alternative and a fruitful interventionist agent in fostering social change. Literally speaking, extension means stretching or enlargement; but in the context of education it means extending knowledge to the wider society beyond the limits of four walls of classroom.

The concept of extension education is as old as human civilization itself. There were men and missionaries who volunteered themselves to carry the benefits of treasure of traditional wisdom, knowledge and skills through extension mode to those who did not have it thereby keeping the flag of extension education flying throughout the ages. The fact remains that the execution of various schemes and programmes at grassroots level still remains a dream. The planners, administrators, policy makers, educationists have stressed through their reports, statements, documents, guidelines and communications to raise the understanding and awareness level of people particularly women, backward classes, people of far-flung areas, scheduled castes, scheduled tribes to reap the benefits of various schemes and break the barriers of their isolation and ensure their participation in community development programmes. As such, the endeavors and initiatives under extension activity became indispensable and inalienable. As the societies kept on changing, it placed very important responsibility on the institutions of higher learning to play their genuine and meaningful role in social transformation, if these institutions are to retain their relevance, legitimacy and gain public support. They need to help develop the potentialities, capabilities and competencies of the community to raise their standards of living with a view to ensure the overall development of the nation. Viewed in the context, it is envisaged that it is not enough on the part of higher Education institutions and other highest seats of learning to keep open its doors for the students who would walk in and ask for the knowledge, skills and values, but the universities should non-formalize its creative ways in the contemporary developmental needs of the community and transform its living and working condition towards

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significant improvement. The universities should go out and intervene in the life of the community, engage into the creative and autonomous dialogue with the people, critically understand their needs, problem, issues, assess their aptitudes and abilities together with their aspirations and expectations in order to overcome their discontented grumblings, frailties and other handicaps. Being exclusive and elitist in nature and character the institutions of higher learning used to be ivory towers cut off from wide spectrum of issues and miseries faced by the people and the societies. The main reason being that the basis and foundation of our education system remained same as initiated by imperialists and colonial rulers which remained least concerned towards local character and indigenous requirements. The rigidity in formal education system increased the level of inaccessibility of the common children, increased the dropout rate and fostered stagnation. The system led to cut throat and ferocious competition, unemployment, procreated unproductive and unskilled youth who lost the capability to find solutions to the crisis of many dimensions faced by the community and completely blindfolded them to the immediate world around them. The students became aliens to their own community and lost faith in life itself. It is pertinent to mention that the weaknesses and limitations of the students in academics came to be focused and the academic strengths were neglected. Furthermore, the abject socio-economic conditions, abysmally low knowledge, limited manpower resources and infrastructure thwarted and petered out the chances of making up the needs as perceived from 'community development profile' resembling into non-availability of reflection of societal concern of the universities.

Under this backdrop, the university grants commission (UGC) realizing the need of intervention in the life and living condition of the community at large, became proactive since 1960 in the initiation and development of extension work. The arrangement of continuing education programmes and awareness generation lectures and demonstrations through various universities with positive effects paved the way for introduction of new concept of extension in the educational parlour in India, though certain striking developments in the field had already manifested in different parts of the globe.

The underlying concern everywhere was towards providing education, literacy, awareness, arrange lectures, outreach activities to the adults notwithstanding the regional variation and diverse needs of the community. From 1970 onwards several universities established departments/ centers of adult continuing education and extension under the directions of university grants commission to make the extension concept an integral part of the higher education system. It means that the university can not escape from the crucial responsibility of reorienting its role for helping in creating a better society. It can no longer remain a closed circuit unconcerned with the issues and

problems of the society. It is this recognition that the university grants commission introduced 'extension' as the third important dimension in 1977 equal in importance to two traditional functions of teaching and research in their policy frame of higher education in the following words.

*"If the university system has to discharge adequately in its responsibilities to the entire education system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority".*

The university system as a whole received real impetus by this landmark policy statement of university grants commission in meeting the demands of emerging knowledge society and facilitating a healthy process towards the learning society. It is therefore no surprise that the extension education appeared on the scene in full bloom in the last phase of 20<sup>th</sup> century.

With the acceptance of extension as third dimension the higher education underwent plethora of reforms, innovations and remedial measures in an attempt to make it more vibrant and responsive to the changing needs and demands of the society. With its flexibility in character, the extension education has not to become merely implementing agency of readymade programmes and practices but has to design and organize programmes as per the felt needs of the target groups --- unreached, women, underprivileged, minorities, etc. Extension does not limit its programmes to only one and particular section of the society but rather it opens up its initiatives to all who aim at progress and development in their livelihood and living condition. The extension programmes are also to be shared with economically well off people who suffer at intellectual and professional planes of their personality. In this context the vibrant community outreach initiatives can be hailed as a harbinger of liberation from manifold exploitation, oppression, abject poverty, illiteracy, ignorance, suppression, malnutrition, infant mortality, high birth/ death rate which would develop a sense of purpose and confidence among the people. The furtherance of reason and professionalization of unskilled and semi-skilled unorganized workers would transform the socio-economic status of target groups.

The ambitious thrust of extension education is capacity building of multidimensionally poor people, exploit their hidden potentialities, improve their participation level in developmental processes, do away with their invisibility in different departments and enrich their ethical, intellectual, moral, cultural, pluralistic



ethos, and transmitting heritage from one generation to another, raising their leadership profile, enable them to develop their perspective in accordance with national goals, raise their consciousness and soften their stiff resistance to change. The extension education has far greater role to play in promoting positive traits like non-violence, sense of duty, mutual respect, communal harmony, national integration, forgiveness, truthfulness, honesty and discouraging negative traits like greed, anger, lying, stealing, revenge, betrayal and sin, oppression, repression, violence, conflict, molestation, rape, kidnapping, murder, drug addiction, HIV infection. This is really a challenging task which requires flexibility and multidimensional strategies to procreate an enlightened and humane society. And the answer is extension education which provides the best possible solution through this creative and flexible operationalization.

In view of overwhelming empirical evidence revealing from number of researches, surveys, studies etc. women, disadvantaged, labourers, marginal farmers, small cultivators in their day-to-day struggle for subsistence and survival suffer a lot as their income level is much lower than their consumption level which leads to their high indebtedness. They and their children hardly set foot in the school and the importance of literacy and education is still to go in their psyche and they keep on procreating cycles of underprivileged who are inherently dominated and governed by myths and superstitions. Under these circumstances, the mere offer of literacy programme is not enough in itself which is confronted with apathy and treated indifferently. Their disadvantage and afflicted state of affairs can not be cured and removed by only learning and education unless it is correlated with their working life. The intervention of professional/vocational, entrepreneurship development, job oriented, and income generating courses under extension education would be a major step to address their socio-economic miseries and problems which may ultimately foster economic progress and contribute towards their upliftment. The universities have to play a leading role in the society than is generally understood under the third dimension.

Extension education should not be despised as a peripheral trespasser. It has become a mission of the universities. The community is the classroom and the general masses have to be brought to the centre of activities of the universities rather than to ignore them. The university education commission headed by Dr. S. Radha Krishnan (later to become president of India) outlined the university function as:

- To provide leadership;
- To meet the increasing demand for every type of higher education;
- To enable the country to attain freedom from want, disease and ignorance; and
- To create knowledge and train minds.

While highlighting the role of the universities towards the community, the Kothari Commission in its report (education and national development, 1960) maintained, "it is necessary to relate education to life, needs and aspiration of the people and thereby to make it a powerful instrument of social, economic and cultural transformation for realizing our national goals". The report further specified the aims of university education as:

- To seek and cultivate new knowledge;
- To provide right kind of leadership in all ways of life;
- To provide society with competent men and women, trained in agriculture, arts, medicines, science and technology;
- To strive to promote equality and social justice; and
- To foster in the teachers and students and through them in society in general, the attitudes and values needed for developing the good life in individuals and society.

The universities need to make a positive impact on society to promote its effectiveness and gain adequate support to face the challenges. The university grants commission in recognition of the role and objectives of the universities in community development has over the years provided several guidelines. University grants commission has urged that universities and colleges apart from fulfilling the learning needs of the community must work towards social integration, communal harmony and promoting social equality and thus facilitate the attainment of national goals such as democracy, secularism, and socialism. Prof. (Dr.) Madhuriben Shah, former Vice Chancellor of SNDT Women's University, Ex-Chairperson of the university grants commission while delivering the Zakir Hussain Memorial lecture at Patna stated, "universities can no longer remain isolated from the larger society. If we admit that education will be a primary need of each individual, the educational system, and more so universities, will have to broaden their educational functions to the dimensions of society as a whole". The universities are the creation and extension of the society and must serve the university of which they are a part. The universities besides producing and promoting specializations should cultivate men and women needed for the development of the country. Prof. Armaity Desai, former Chairperson of the university grants commission stated that the introduction of adult continuing and extension programmes was to enable the universities to play an important role in fulfilling their social obligation to the larger society in addition to their usual functions of teaching and research.

The universities under extension education should broaden their functional domain and transform it into an active instrument of social development. It is a two way interaction involving experts and the people. An intellectual intervention in the



community process of learning would enrich the insights and experiences of the faculty as well as those of the students. It would help in understanding the full import of reflecting social issues in the curricular system of universities through an exposure to conditions of living and areas of knowledge which may not otherwise be available to them within their experimental range.

Highlighting the role of teachers and students, the university grants commission emphasized that objectives of extension can be realized by:

- Making education relevant to the real life situations;
- Preventing the alienation of educand from society;
- Developing in the educand a sense of responsibility; and
- Deepening the teachers knowledge through wider exposure to real life situation.

Both the teachers and students should realize their personal obligation to the community to which they belong to and which gives them their position, a privileged one and they must return the obligation by giving a part of their time to ameliorate the lot of the less privileged sections of the society and become icons in raising the consciousness of the poor. The teachers and students should shoulder their social responsibilities in strengthening community's moral and intellectual life. The need of the hour is that knowledge becomes a peoples movement and promotion of skills has to be mission moded and it ceases to be the routine departmental activity left to the initiative and judgment of the people at the desk controlled and guided by those far removed from where people live and work. Only then education and skill would ensure balanced development and fuller participation of the people in different programmes. The teachers and students have to play a very important role in making extension work an integral part of the higher education and not to leave it at the mercy of confined departments.

The universities over the past few decades reached out different sections of population with multifaceted programmes under the umbrella of extension education who otherwise would not have access to the university education. The university has moved out of its classical mode of merely teaching and churning out degree holders to reach out to the community for capacitating the people to bring positive change. The greater reflection of societal concern in higher education institutions proved instrumental in motivating and mobilizing the people for multidimensionally developmental and creative programmes.



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# Social Work Education: Growth and Development With Special Emphasis on Kashmir

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## Abstract

Social work education emerged out of the problems and needs of the human beings. Starting from charity and moving down with specialized methods of working with the people, it has assumed as a scientific way of addressing the problems in the society. Kashmir has a rich social heritage, embodied with rich value system, respect for every human being irrespective of religion, caste, creed and colour. Over a period of time the welfare activities in Kashmir were driven either due to philanthropy or socio-religious obligations. The approach of working towards solving the problems of people was less scientific, however, last some years have seen a new approach of working for the welfare of people, a new beginning with professional knowledge and background in practicing social work. The paper tries to explore the journey of social work education with special attention on Kashmir.

## Social Work Education:

Almighty created Human kind and bestowed it with some unique characteristics. The maker created human beings and gave them the power to think, understand, feel, etc. This very make up of the human beings has facilitated him to respond to the problems of the other beings. The great philosopher Aristotle has rightly said, that "Man is a social animal", which means that human beings cannot live alone, they are dependent on each other in meeting various physical, biological, psychological and social needs. Thus the genesis or roots of the social welfare existed within the makeup of the human kind. It received further impetus by various practices enshrined in the religions and cultures all over the world.

Social Work Education emerged as the need was felt for specialized manpower to tackle the issues that were being addressed by organized charities in west. It took quite a while for this field to acquire its present state. It was initiated in Britain by the Elizabethan Poor Laws from 1601 onwards, when social work took a somewhat systematized shape. Gradually, concepts like welfare of the poor and social assistance emerged, that instilled in people, the importance of such a discipline. Meanwhile, an equally important emphasis was laid on social work education. Initially, philanthropy and social work schools were started in places like Pennsylvania and Chicago. India, assuming the character of a welfare state, couldn't negate its importance either. In India, the first school to offer Social Work as a discipline, in 1936, was Sir Dorabji Tata Institute of Social Sciences, presently TISS (Tata

Institute of Social Sciences), followed by Delhi University Baroda and Lucknow University. Since its inception social work has changed with the passage of time and these days major methods through which it is practiced in different parts of the world are:

### **Methods In Social Work Education:**

#### **1. Case Work:**

Case Work is also called as the primary method in Social Work. When a social worker works with an individual in order to solve his or her problems, he/she applies the method of case work. The process involves the intake, study, assessment/ diagnosis, intervention followed by termination and evaluation.

#### **2. Group Work:**

It is a method in Social work practice where the focus of the social worker or group worker is on the group. Misra (2008) describes group work as method of social work which develops the ability of establishing constructive relationship in the individuals through group activities.

#### **3. Community Organization:**

When social worker intervenes with communities he/she applies the method of community Organization. Meenai (2008) mentions community work as the method in social work which is primarily concerned with enabling people to develop collective responses to shared needs.

#### **4. Social Welfare Management:**

Social welfare management is concerned with the effective and productive management of the organization. Mullender (1990) has discussed the significance of management in social work. For the smooth functioning of the organization which is working in social sector, the knowledge of management is essential. Social welfare management translates the policies into action.

#### **5. Social Work Research:**

Social Work research aims at the exploration and assessment of facts. It focuses on designing solutions for social or economic problems. Bowles (2003) mentions the goal of social research involve not just understanding the world, but actively intervening to change things in some way.

#### **6. Social Action:**

Social Action means an organized way of bringing desirable change in the



Society. Siddiqui (1984) in his book social work and social action points that social action as an endeavor to bring about or prevent change in the social system through a process of making public aware of the socio political and economic realities.

### **Value System:**

All the above mentioned methods are applied in social work practice with the adherence of social work values. Reamer (2005) in the book *social work values and ethics* has discussed the values in social work practice. The book has highlighted the six core values given by (NASW) National Association of Social Workers in 1996 which include value related to service, social justice, dignity and worth of person, human relationship, integrity and competence. Besides values, social work practice is also guided by set of principles followed in every method of the social work practice.

### **Social Work Education And Social Welfare In Kashmir:**

Prior to the professional social work education in Kashmir, welfare activities were carried by the different socio - cultural, religious and political institutions present in the Kashmiri society. The present section explores the nature of such activities carried in Kashmir.

### **Socio-Cultural Set Up**

Kashmir is located in the northern most periphery of the Indian subcontinent It is a land of pristine lakes and lush meadows that are set against the backdrop of some of the tallest mountains of the world. Its people are friendly and gracious and its culture exhibits the influence of several religious and philosophical strains that gives Kashmiri culture a rich color of tolerance. Charity and religious devotion was the main stay of the kashmiri culture and has played major role in inception of social welfare activities in Kashmir. The main characteristics was doing welfare and common good of all, deep rooted in Kashmiri culture and identity in the form of "Kashmiriyat," it refers to Kashmiri identity cutting across the religious divide and defined by above all the key elements of love of the homeland (Kasheer) and common speech (Kashur).

### **Politico - Religious Influence**

Kashmir is known as "peer vear" due to impact of Sufism their teachings and rich belief of Kashmiri people in them. Most of Ulemas came from central Asia and stayed in Kashmir as Bulbul Shah (RA). He came in 1295 AD and started common mess (Bulbullanger) today known as Bulbullanker at Rainawari (5). The purpose of this langer was to provide free foods to all and develop unity and brotherhood. Bulbul Shah (RA.) provided concept of active social welfare for people and their welfare. Reshiyat

movement started by Sheikh-ul-Alam (R.A.) which further laid foundation of active social welfare in Kashmir. At his time help to orphans, widows and destitute was provided and measure were taken for their welfare. Land to tiller movement and enforcement of big landed Estate Abolition Act, 1950, National Conference's Naya Kashmir Manifesto played a significant role in the socio economic transformation in Kashmir.

### **Establishment Of Directorate Of Social Welfare**

The social welfare department came into existence in the state of J&K in the year 1960. It's important role was to address problems of weaker sections of the society like old age persons, women in distress, physically challenged people, malnourished children, lactating & expecting women, scheduled castes, scheduled tribes other backward classes & economically weaker sections. The role of the social welfare in fulfillment of this commitment thus becomes important among the various sections & classes of our population, there is lot of deprivation & neglect & the social welfare department has to be instrumental for removing the distress of these sections through amelioration and anti poverty measures. The department administers central and the state govt. schemes in the areas of women & child development, social justice & empowerment, social security tribal development & educational upliftment of SC/ST & OBC students. It provides direct benefit to the target groups through scholarship, hostel facilities, reimbursement of fees etc. These schemes/ programmes are implemented through various departments, corporations, field agencies which mainly include the directorate of social welfare of women Development Corporation, J&K state social welfare Board, & district development commissioners.

**Rural Development Department:** To improve the conditions and for the welfare of rural population in J&K in the year 1980 a five year developmental plan was drawn up for each development block. Hussain (2005) Number of schemes were introduced for the welfare of rural population like IRDP, IAY,

### **State Commission For Women:**

For the Welfare of the women there was no specific institution which could address the problems of women. It was in the year 2000 when State Women's Commission under the State Commission of Women's Act 1999 was established, with objective of looking into the problems of the women. Afsana (2010)

### **Rise of Ngo Culture**

Kashmir has traditionally been a very close-knit religious society. As a result the need for NGO's in the social sphere has never been felt. For example an orphan in the pre 1989 period would be immediately adopted by one of his neighbor or relatives.

However last few decades have witnessed a tremendous change in every sphere of life. The Manmade and Natural Disasters in the state have attracted many International National and local Non Governmental Organizations. The rise in the in the number of children without parental care, widows, concerns of human rights has facilitated the intervention of N.G.Os in Kashmir.

### **Social Work Education in Kashmir**

Although some professional social workers who had done their degrees outside the state, found places in the Non Governmental and governmental organizations in Kashmir, however the era of professionally trained social workers in Kashmir was started by the establishment of Social work in the department of Sociology and Social Work University of Kashmir. Prior to the establishment of the course the common notion of social work among general people in Kashmir was charity. Those students who completed the course successfully had now, altogether a different idea about the social work. Professional knowledge led to the change in the ideology and mindset of students about practicing social work. Trained social workers have to follow the principles values and code of ethics while practicing Social Work.

Some Non Governmental Organizations who had the exposure of working with professionals or organizations belonging to outside the state, showed interest in recruiting the professional social workers. It was soon followed by other organizations also. Thus there was a paradigm shift in the modus operandi of Non Governmental Organizations in Kashmir. Organizations having professionals changed their approach and their projects from relief to rights. Instead of just acting as providers they, are now engaged in different roles like advocacy, facilitating, mediating, training and research. Within the short span of time many well known and International Non Governmental Organizations in Kashmir are headed by Professional Trained Social Workers like "Save the Children", "Action Aid", and "IGSSS". These organizations have also started developing the capacity of some local organizations by providing training and grants for rights based projects.

Thus the valley of Kashmir has witnessed a change from purely socio religious activities to professional Social Work.

### **Need of Social Work Education**

The contemporary Kashmiri society is witnessing diverse social issues. The trained social workers can play a vital role in addressing the issues our society is facing. If we analyze, the issues are diverse and thus makes it imperative that we must prepare trained professionals to be able to intervene on various fronts. The specializations offered by the course like the community organization, Psychiatric Social Work, Social



Work in rural settings, women and child development, social work research etc. The concept of micro specialization like self help, Micro finance, Gender, HIV/Aids, Disaster Management, sustainable development, Management of N.G.Os etc to name a few have emerged and the demand is growing for manpower which is trained in such specializations as the voluntary sector is itself becoming specialized.

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# Juxtapose in the Educational Philosophy of Swami Vivekananda and Rabindranath Tagore

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"I consider that the great national sin is the neglect of the masses, and that is one of the causes of our downfall. No amount of politics would be of any avail until the masses in India are once more well educated, well fed, and well cared for."<sup>1</sup>

## Concept of Education

Vivekananda defines education as, "the manifestation of perfection already in man".<sup>2</sup> This is an extension of his metaphysical stand. He was a monist. However, he did not consider the world to be a maya. The ultimate human goal according to him was to attain truth, self realization, knowledge and bliss. Ignorance of the true nature of self leads to evil. According to him, man is capable of perfection as he himself is the Godhead. All knowledge and all powers are within him. What is required is to discover what is already known to the mind. Education is a life-long process. Man-making, character building, assimilation of ideas and life building are the aims of education. He attempted a synthesis of Vedanta and modern science. He puts emphasis on the individual with the clear aim of realizing the self. However, he also concedes the human and social dimension of education. Character building is an important corner stone of his theory. The end and aim of all education and training is to make man grow. The training by which the current expression of will are brought under control and become fruitful, is called education.<sup>3</sup> For Vivekananda, "education is not the amount of information that is put into your brain and runs riot there undigested all yours life. We must have life building, man-making, character making assimilation of ideas".<sup>4</sup> The educational philosophy of Rabindranath Tagore can be well suggested through four graph words - triple culture (culture of heart, head and hand) and communion with nature. His philosophy of education is well balanced admixture of naturalism and spiritual obligations, spiritualism and materialism, nationalism and internationalism. 'Unity with all things' is the basic principle of Tagore's philosophy. He interpreted this unity in three contexts - with nature, with human surroundings and with internal self. To him the real education is that which teaches one to live in harmony with all things around him. To Tagore, education must provide for creative self-expression as a part of the child. Tagore's philosophy of education confirmed to his philosophy of life. He approached education as he approached life as a poet, with a total devotion. He was fully aware of education's innumerable implications. "Education is not a mere profession," he said, "It is a permanent part of the adventure of life... it is not like a painter's superficial treatment of curing students of the congenial malady of their ignorance, but is a function of the health,

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the natural expression of their minds vitality".<sup>2</sup> In his words, "The best function of education is to enable us to realize that to live as a man is great, requiring profound philosophy for its ideal, poetry for expression, and heroism in its conduct". Like Vivekananda, Tagore believed that everyone is potentially divine and everyone can realize this potentially. Man has a spark of divinity in him, which inspires him for self-attainment, self-realization, the realization of his true nature. Education should, therefore, provide opportunities to harness these innate potentialities. Thus he also believed that all knowledge and all powers are within a man, what is required is the strike of ideas. Since Tagore wants to give the child full measure of life he is of the conviction that, "Education should be a part of life itself and must not be detached from it and be made into something abstract." Vivekananda said, "We want that education by which character is formed, strength of our mind is increased, the intellect is expanded and by which one can stand on one's own feet".<sup>3</sup> On the other hand, Tagore considered education as a reformatory process which seeks to unfold all that is good and noble to individual. Education for him is the integrated growth. For him true education is to realise at every step how our training and knowledge have organic connection with surrounding." Thus we may find that if 'concentration' is the watchword of Vivekananda's education, 'nature' is the watchword of Tagore's educational philosophy.

Vivekananda and Tagore laid emphasis on creativity, originality and excellence. Real education requires the cultivation of a sense of humility. For Vivekananda this sense of humility is the basis of man's character. Whereas for Tagore, if education is to be meaningful, the children must be given the experience of every phase of adult life. Tagore believed that education is primarily an awareness of the self and to be aware within through education is to give a fillip to one's creative and critical sensibilities. For Tagore, the great use of education is not merely to collect facts, but to know man and to make oneself known to man.

### **Aims of Education**

Vivekananda was of the opinion that the defects in the present education is that it has no definite goals to pursue. Swamiji was of the opinion that the goal of education should be clear. For Vivekananda the aim of education is man-making. He prepares the 'scheme of this man making in the light of his overall philosophy of Vedanta. On the other hand, Tagore showed inclination towards the humanistic aims of education. For him the fundamental purpose of education is to establish the bond of love and friendship between man and man. Tagore's philosophy is very much influenced by the Gita and Upanishads. Self-realization is important according to both Vivekananda and Tagore. For Vivekananda, education must enable one to rise above his ego in order, that he may become his true self i.e. makes one conscious of his real being. He believed that man



should have full confidence in himself and should strive to reach the highest goal of his life. Self-confidence leads to self-realization. However, for Tagore self-realization means the realization of the universal soul in oneself. The purpose of education according to them is to bring out to the full advantage all that is in the individual man.

Both Vivekananda and Tagore accept that education should be imparted according to the individualistic and socialistic aims, but Tagore stressed a little more on the harmony between individual and social aim. According to both Vivekananda and Tagore, education is a life long process, starting from birth and continuing to death. So each phase of a growing life has its own distinctive needs, qualities and powers. Education for Vivekananda is man-making whereas for Tagore Education is life itself.

### **The concept of curriculum:**

The curriculum envisaged by them referred to all round development of child's personality. According to Tagore, the curriculum must be planned with reference to placing essential, first and refinement second. He encouraged teaching different subjects through activity. Vivekananda held the views that for the subjects and activities it is indispensable to choose those which coincide with their personal experiences so as to encourage introspection, observation and analysis of the personal impression.

The supreme mission of Vivekananda's life was to spread the gospel of veda's and upanishad's "Arise, awake and stop not till the goal is reached." This was the corner stone of education according to Vivekananda. For this he stressed on religious education. On the other hand for Tagore, art and aesthetic should form an integral part of curriculum. Tagore recognized the greatness of all religions and upheld the underlying truth and values of every religion of the world and provided the scope of studying different religions in his institution.

Physical and health education was favoured both by Vivekananda and Tagore, however this aspect of education received a special treatment in the hands of Vivekananda. Vivekananda said, "Make your nerve strong. What we want is muscles of iron and narks of steel."

### **Methods of Teaching**

Vivekananda was in favour of Indian system of educational organization which was based on the criteria of learning by sitting at the feet of the Gurur or the teacher through a close contact. Concentration, meditation, brahmacharya (celibacy), faith, guidance, service unto others, congenial atmosphere based on freedom and discipline are the requirements for the proper learning and teaching. So much so it is evident that Vivekananda was very much in favour of Vedic methods of teaching. On the other hand is opposed to traditional methods of teaching, direct experience should be the basis

of all methods and knowledge should be acquired from meaningful situations. Tagore rejected mechanical methods of teaching and wanted the boys to progress at their own rate without being goaded by others.

While Vivekananda wanted to provide freedom for open discussions on all the topics of study between the teacher and the taught as it encourage positive suggestions and develop power of endurance in pupil. On the other hand, Tagore advocated freedom in the natural environment. Education according to Tagore, should be imparted in an institution where the first great lesson is the perfect union of man and nature, not only through love, but through active communication with nature. <sup>11</sup>

### **Medium of Instruction**

Both Vivekananda and Tagore advocated the need of teaching through ones mother tongue. Besides mother-tongue, they advocated that there should be a common language which in necessary to keep the country united. They recognized the greatness and utility of English language for international business, cultural exchange and understanding. However they advocated that English should be taught at higher level, as English opened a way for the western culture and literature. They also stressed on regional and national languages as medium of instruction. However Vivekananda made much stress on Sanskrit because Sanskrit is the source of all Indian languages and a repository of all inherited knowledge. It is therefore, absolutely necessary that every Indian should know Sanskrit.

### **Role of teacher**

Vivekananda says that the teacher should help In the process of individuals equipping themselves for future. The education given by the teacher should be life-building, man-making, character making assimilation of ideas. Teacher should give that education to children through which character is formed, strength of mind is increased, the intellect is expanded and by which one can stands on ones own feet." Tagore considered teacher an artist to work with human organs as raw materials. The teacher must not teach but he must inspire students by his personality and character. Tagore says that a teacher should teach his pupils to think and act for themselves, to do rather than to know to originate rather than to repeat. <sup>12</sup>

### **The Concept of Discipline**

Self-discipline is an ideal aim of education advocated by both the philosophers. Vivekananda says that each one teaches himself and any kind of undue domination and excessive authority will only bring negative results in the child. He says, "If you do not allow one to become a lion he will become a fox." Tagore allows freedom for pupils in

education not because they lead in indiscipline life but essentially because they learn discipline by themselves.

### **Educational Experimentation**

Though Vivekananda did not develop a system of education, a system emerges out of his numerous writings and speeches. He definitely laid a framework and set forth general principles on which a system of education can be build up. Vivekananda made no claim to any originality in thoughts and recognized that his ideas were based on the vedantic concepts. The true originality of Vivekananda was his application of the essential vedantic philosophy to his times and attuning these to the complexity of the Indian scenario. His true value lies in the fact that the leads provided by him can still be adopted to achieve great results. In other words, the central message of Vivekananda was self-discovery. The aim of education is to discover the purpose of life on earth and perfecting oneself as much as Godhead and to lead a complete life on this earth.

Though Tagore's views and thoughts on education are not the outcome of any training received in any college or university for he had attended neither. Yet the idea of education which he wanted to impart was novel in many respects. He wanted to bring about a revolutionary change in education and yet with a continuity of tradition. So he wanted to rediscover the values of the past and reshape them according to the needs changing times. Thus, a big experiment in devoting tradition with modernity started in India under the able and graceful leadership of Tagore. He wanted to bring life closer to nature. He gave a practical shape to his views and thoughts by establishing his experimental school - Shantiniketan. In his school pupils mostly acquired knowledge through their direct experience. Students in Tagore's school learned geography through the earth and grammar functionally through the language. Thus knowledge gained through personal experience become instinctive, deep rooted. In the modern terminology this process of learning is popularly called "learning by doing" or "activity-based learning" or "learning through activity". In fact he was the most prominent figure who gave practical shape to his idea of international understanding by establishing Vishwa Bharati University which stands for world unity. His contribution does not stop here as he established Sri Niketan and Shiksha Satra which is the representative of his immense contribution to the world.

To conclude, Vivekananda would rank as a foremost educator in the history of philosophy of education. The best tribute we can pay to him is to live up to his ideology. Vivekananda still lives in the soul of modern India and in the souls of her children. Vivekananda was the first visible sign to the world that India would not only to survive but also to excel. Vivekananda, his words and his works are the towering of Hindu religion. Vivekananda was yet modern in his approach to life's purpose and was



a kind of bridge between the past of India and her present. On the other hand Rabindranath's Philosophy aims at developing a system of education for human regeneration. Man is in the centre of all his thinking, his philosophy, religion, literature, poetry, social activities and educational programmes. He was a humanist in the true sense of the term, not a naturalistic humanist but an integral humanist in the Indian tradition. He is not a rationalist but believes in something higher than reason in man. He does not think science alone to be capable of delivering the human goods but wants to synthesise it with Vedanta. Like other contemporary Indian thinkers of his time, Tagore objected to the prevalent system of education due to its origination in a foreign country. He protested against emphasis on foreign language resulting in the alienation of the educated people from the general society. He tried to build up educational centres where these defects may be removed. He deliberated on different problems of Indian society particularly that of the rural people and tried to remove them through education.

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construction. The details about various steps involved in the construction of the scale are mentioned as under:

### **Pooling of the items:**

Initially a list of 122 statements distributed over the above five areas were pooled from various sources. Then, draft items were given to experts who were well versed in administration and scale construction with a request to review the statements and evaluate their content accuracy and coverage, editorial quality and suggestions for additions, deletions and modifications of items. Based on 80% unanimity of the experts, 102 statements were included in the initial format of the scale. Their distribution under each area was as follows:

<i>S.NO.</i>	<i>AREAS</i>	<i>NO. OF ITEMS</i>
1	Managing Institutional support service(R)	28
2	Managing the Instructional program(S)	30
3	Managing the community relations(T)	14
4	Professional and personnel development(X)	10
5	Supervision and Appraisal(Y)	20
	Total	= 102

### **Try out:**

The initial format of the statements on a three alternate response scale namely: "Yes", "Undecided" and "No" was administered on a sample of 80 administrators at the secondary level selected through random sampling.

### **Item Analysis:**

The response sheets received from the administrators were arranged from maximum to minimum on the basis of overall score. The criterion of "Median" was employed to determine the upper and the lower group. As such, the upper group consisting of 43 cases and the lower group consisting of 37 cases were identified. The  $t$  values between the upper and the lower group on each item were computed to find out the discrimination index of each item.

### **Item Revision:**

Only those statements in the final format of the scale were retained which were

found significant at 0.01 or 0.05 level of confidence. Of the 102 statements, 36 statements were eliminated which were found insignificant. Hence 66 items were included in the final format of the scale, out of which 38 items are positive and 28 items are negative.

### Final Format:

The 66 statements in the final format after item revision spread over the area as follows:

S.No.	AREAS	NO. OF ITEMS
1	Managing Institutional support service(R)	19
2	Managing the Instructional program(S)	20
3	Managing the community relations(T)	7
4	Professional and personnel development(X)	6
5	Supervision and Appraisal(Y)	14
	<i>Total</i>	= 66

### Standardization

The scale was standardized by estimating reliability and validity of the scale.

#### A) Reliability

The reliability of the scale has been estimated by the following methods:

##### I) Split-half method:

Two halves prepared on the basis of Upper-half and Lower-half items were administered on a group of 250 administrators at secondary level. After scoring, a coefficient of correlation was worked between two sets of scores obtained for two halves. The following results were obtained from the two halves:

##### Split-half

0.687 (After applying Spearman-Brown Prophecy Formula)

##### (Upper-Lower)

For determining Odd-Even reliability Index, two halves were prepared on the basis of alternate item in each area. The following results were obtained on correlating the two sets of scores:

##### Split half

0.712 (After applying Spearman-Brown Prophecy Formula)



## (Odd-Even)

### II) KR-21 Formula:

The coefficient of correlation worked out as per Kuder-Richardson Formula No. 21 came out to be 0.85 (N=250). The Formula No.21 is reported as under:

$$r = \frac{n \cdot s^2 - M(n-M)}{s^2(n-1)}$$

Where

n	= No. of items
s	= standard deviation
M	= Mean score

### B) Validity:

The validity of a test represents the extent to which a test measures what it purports to measure. In simple words, it tries to answer the question; does the test really measure the characteristics that it is being used to measure? There are many names used to describe different kinds of validity. In the present study the following types of validity have been established for the scale:

**I) Content Validity:** The scale was developed keeping in view all the necessary requirements. The scale has content validity as the areas of the scale and the statements under each area were fully adequate, representing the behaviour domain to be measured. This was further authenticated by the available related literature in the area and the views of the experts.

**II) Construct Validity:** A 6×6 Correlation matrix (with N= 250) was worked out. The result showed the coefficients of correlation are positive, high and significant. This is an indirect estimate of construct validity. The matrix is presented as under:

AREAS	R	S	T	X	Y	TOTAL
R	*	0.803	0.341	0.743	0.779	0.955
S		*	0.352	0.729	0.465	0.864
T			*	0.560	0.247	0.803
X				*	0.803	0.955
Y					*	0.864

### Norms:

The following norms to classify the subjects into various categories are based on the total score of the inventory.

**Range of scores**

**Classification**

56- 68

Above Average

43- 55

Average

30- 42

Below Average

**Description of the Inventory**

JAAS has been developed to analyse Job Activity of administrators at secondary level in the areas of R (Managing Institutional Support Services), S (Managing the Instructional Programme), T ((Managing the Community Relations), X (Professional and Personnel Development) & Y (Supervision and Appraisal) The scale consists of 66 statements. Each statement is suffixed with a 3 point scale Yes, Undecided & No. the distribution of the items in the five areas is given as under:

AREAS	ITEM NO'S
R	2, 6*, 9, 10*, 13*, 17, 20, 23*, 26, 29, 41, 44, 47*, 50, 53*, 56, 60* 61*, 65* = 19
S	1, 11, 21*, 24, 30*, 33*, 38*, 40, 42, 45*, 48*, 51, 54, 57, 58, 59, 62, 63, 64*, 66* = 20
T	3, 7*, 14, 22*, 27, 31*, 34 = 7
X	4*, 15, 18, 25*, 32, 35* = 6
Y	5, 8, 12*, 16*, 19, 28, 36*, 37, 39, 43, 46*, 49*, 52, 55 = 14

The starred (\*) statements in the above distribution of items are the negative statements and the un-starred statements are the positive ones.

**Scoring:**

Each item of the scale is provided with three alternative responses namely: Yes, No & Undecided. An item answered correctly is scored 1 and an item answered incorrectly is scored 0. The theoretical range of score is from 0 to 66.

There is no time limit. However it has been seen that the subjects fill in their responses to the items of the scale within a maximum time of 40 minutes. The scoring of the scale is done according to the scoring key available to the author. Lower score on the scale implies low cognizance of the job activity and higher score means high cognizance of job activity by an administrator.

### **Job Activity Analysis Scale (some items)**

S. No.	Statements	Yes	Undecided	No
1 S	A perfect balance is maintained between administrative work and teaching classes by the administrator.			
2 R	Minimum classroom facilities are provided to students by the principal.			
3 T	I keep myself always available for students, staff and parents who need my assistance.			
4* X	Teachers are not allowed to attend any refresher courses as it creates disturbance in the institution.			
5 Y	Direct supervision of tasks is made instead of delegating responsibility to subordinates.			
6* S	Classroom activities are given more importance than co-curricular activities.			
7* R	Laboratories are not maintained with latest equipments and materials.			
8* T	Formal agenda is not prepared in advance before conducting any meeting.			
9 X	Books recommended by subject teachers are added to the library stock.			
10 Y	Supervision to finance and annual audits is done continuously.			



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# Implementation of Sarva Shiksha Abhiyan (SSA) Programme With Respect to its Various Parameters

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## Abstract

A study was undertaken to study the implementation of Sarva Shiksha Abhiyan programme with respect to its various parameters such as opening of new schools, education guarantee scheme centres (EGS), infrastructural facilities, selection of teachers, mid-day meal scheme, enrolment of Gujjar and Bakerwal students and enrolment of girl students in district Anantnag. The sample consists of all the 507 SSA schools of district Anantnag. Self constructed information blank and check list were used for the collection of data and percentage statistics was used for the analysis of data. The results of the study highlight that SSA has opened 507 schools in all the 12 educational zones of district Anantnag with total enrollment of 23590. A total of 1200 teachers have been appointed making over all pupil teacher ratio (PTR) of 1:20 in all the zones of the district Anantnag. There has been 16% increase in enrollment from 2008 to 2009. No provision has been made by the government for toilet and drinking water facilities in majority of these schools. All the education Guarantee scheme (EGS) centers were housed in single rooms donated by education volunteers (EV'S) themselves. Ninety eight percent of teachers have received training under SSA. The study also reveals that the overall enrollment of Gujjars and Bakerwals is 447 in these SSA schools.

**Key Words:** Sarva Shiksha Abhiyan, Parameters

## Introduction

A well planned and properly implemented system of primary education plays a very significant role in laying down the proper foundation of child's cultural, emotional, ethical, intellectual, moral, physical, social and spiritual development. Primary education contributes a lot to foster values of emotional and national integration. It provides necessary knowledge of the rights and responsibilities of an enlightened citizen. It assumes all the more importance in a country where majority of the children do not go for further education. In other words, it prepares children to enter life. At primary stage the knowledge, skills and values developed in future citizens should be such as they can face the challenges amicably, boldly and effectively, as it is the most important stage of learning. It constitutes the bed-rock supporting the whole edifice of education. It is absolutely essential that a strong foundation of education is given at this stage, which

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aims primary at the socialization of the child enabling him to distinguish between right and wrong in social and family choices. Primary education is the stage when the child is made aware of the potential of learning, the existence of a society outside its immediate family environment and the need to adjust with the enveloping societal, national and community ethos. "Well begun is half done" is a well-known maxim. The entire super-structure of the educational setup of a nation rests upon primary education. If a child is well looked at primary stage, the secondary education automatically gets a fillip and success is a natural consequence of the foundation laid. Rightly organized primary education is the very first and the most important one from which educationists should launch the attack in order to solve the obstinate educational problems of the country. Primary education is often considered to be the first stage of the entire super structure of educational setup in India, since it is a stage when foundation of child's physical, mental, emotional, intellectual and social development is laid. There is no denying the fact that the nation's strength rests on the sound foundation of its people, but it is primary education which plays the most significant role in laying that foundation.

A few research studies have been conducted on the working of SSA; Revathy (2008) found that infrastructural facilities need to be improved. Institute of public auditors of India, New Delhi (2008) on monitoring of the financial management and procurement relating to SSA in New Delhi has found that as in the government accounting system, depreciation was not been provided under SSA. It has also been found that the school authorities had not purchased furniture according to instructions issued by UEE mission. Chauhan and Sharma (2008) in their study on a journey through the primary ladder of education (2000-01 to 2007-08) to assess educational development in all government primary schools except cluster primary schools in Himachal Pradesh have found that the number of students who completed a primary cycle of education in a normal duration of 5 years in Himachal Pradesh is 57641 (62.63%). They have also found that district Hamirpur has produced largest number of primary graduates in the state i.e. 92.11 %. State resource centre University of Kashmir (2007) on SSA monitoring report of Srinagar and Budgam districts of Kashmir province has found that no health campus were conducted in any of the school opened under SSA. It has also found that almost all the schools are housed in rented buildings and are in bad condition. DIET, Bheemunipatnam, Visakhapatnam district Andhra Pradesh (2006) conducted study on impact of mid-day meal at primary level in Visakhapatnam district found that the participatory level of community towards mid-day meal programme was not encouraging, 68% of the schools were not having kitchen facility. With regard to happiness of children, it was observed that in almost all the schools the children of all the localities felt happy with the supply of mid-day meals. With regard to quality of food grains, almost all the schools are maintaining the quality. Pandey and Zachariah (2006) conducted a study on monitoring of EGS and AIE centers and have found that the



average enrollment per center is 57 in EGS, 25 in Apna Vidyalaya, 28 in Anga Vidyalaya, 44 in Basti Vidyalaya, 19 in Vidyalaya Chalo Kendras. It was also found that only 40% of the centers have satisfactorily availability of teaching learning equipment and 60.06% of centers have either manageable (41.05%) or very poor availability TLM. Chauhan, Sharma and Rawat (2006) in their study on in-service teacher training programme under SSA in (sunni) educational block of district Shimla have found that the training component has been judged useful for teachers to a large extent in the areas of use of teaching learning material (TLM) in class room situation, activity based teaching and child centered approach followed by subject enrichment. In the sampled schools 61% teachers teaching were found male and 39% female. All India Sample survey (2005) was conducted to estimate the number of out of school children in age group of 6-14; it found that the country has about 19.4 crores children in the age group of 6-13 of whom 6.9% children are out of school. Amongst the out of school children, 68.3% children never attended school and 31.7% were drop-outs. Seetharam (2005) conducted a study on the social integration of children with mild and moderate disabilities in mainstream classrooms under SSA. Ohri and Pankaj (2002) conducted a study on the impact of district primary education programme (DPEP) on girls education in Haryana and found that drop-out rate had shown sharp decline and consequently retention rate of students in primary schools had increased sharply after DPEP and large number of female teachers have been appointed in primary schools after the introduction of DPEP.

Keeping in view the above discussion, there is a need of present study to investigate and to see how far the government has succeeded in implementing SSA in district Anantnag. The purpose of the present study is also to see and observe the conditions in schools that have been opened under SSA in all the zones of district Anantnag. The present study is also an attempt to collect and analyze the data collected from these zones and to see what achievements have been made by this scheme in district Anantnag. The present study is important in order to present the existing conditions of the schools under this scheme so that educational planners and administrators may be able to understand the problem in a proper manner and try to remove hindrances and inadequacies if any. Studies have been conducted on the working of SSA in the states of Himachal Pradesh, (2006) a journey through the primary ladder of education (2000-01 to 2007-08) to assess educational development in all government primary schools except cluster primary schools in Himachal Pradesh. Andhra Pradesh (2005) DIET Bheemunipatnam, Visakhapatnam district study on impact of mid-day meal at primary level in Visakhapatnam district, Tamil Nadu, (2005) a study on the social integration of children with mild and moderate disabilities in mainstream classrooms under SSA. Haryana. (2002) a study on the impact of district primary education programme, (DPEP) on girls education in Haryana, but no study on the working of various parameters of SSA has been conducted in Kashmir valley as such the present investigators have made a humble beginning.

## **Statement of the Research Topic**

The topic selected for the present investigation was formulated as: "Implementation of Sarva Shiksha Abhiyan (SSA) Programme with respect to its various Parameters".

## **Objectives of the Present Study**

In order to carry out the evaluative study meaningfully, the following objectives were formulated for the present study:

- 1 To find out the number of Primary schools opened under SSA in 12 Zones of District Anantnag.
- 2 To study pupil teacher ratio in these schools.
- 3 To study the total enrollment in primary schools in these zones.
- 4 To study the increase in enrollment in these schools.
- 5 To study infrastructural facilities in terms of Class rooms, Principal room, Staff room, Benches, Matting, Black boards, Chairs etc.
- 6 To check the mid-day meal scheme in 12 zones of district Anantnag.
- 7 To check the total number of Education guarantee scheme (EGS) centers and their enrollment.
- 8 To study the training facilities available to primary school teachers under SSA.
- 9 To study the enrollment of Gujjars and Bakerwals in these schools.

## **Operational Definition of Variables**

**Sarva Shiksha Abhiyan (SSA):-** SSA is government of India's flagship programme for achievement of UEE. SSA is an effort to provide useful and relevant elementary education for all children of 6-14 years of age groups by 2012. It is a centrally sponsored scheme to improve the Literacy rate in the country.

## **Plan and Procedure**

**Sample:** In district Anantnag, there are 12 educational zones consisting of 507 primary schools opened by SSA. Out of these 507 schools, all schools were selected as sample.

## **Tools**

The data for present study was collected with the help of following self constructed tools:-

- (1) **Information Blank:-** The information blank was used to collect information about number of teachers and their training, total enrollment both sex wise and class wise, total number of alternative and innovative centers and their total enrollment.
- (2) **Check List:-** The check list was used by investigators to know detailed information about infrastructure and other facilities such as class rooms, desks, chairs, black board, electricity, toilet facility, drinking water facility, play ground, library, principal room, mid-day meal facility.

### Statistical Analysis

In order to achieve the objectives formulated the data collected was statistically analyzed by employing percentage statistics. Zone wise statistical analysis based on this technique has been presented in a tabular form as per the following arrangements.

**Table 1**

*Zone wise total number of SSA schools, total enrollment, total number of teachers and pupil teacher ratio.*

S.No.	Name Of The Zone	Total No. Of Schools	Total Enrollment	Total Teachers	Pupil Teacher Ratio
1	Achabal	48	2244	116	1:19
02	Aishmuqam	34	1723	79	1:22
03	Anantnag	28	1323	77	1:17
04	Bidder	54	2358	126	1:19
05	Bijbehara	54	2412	144	1:17
06	Dooru	28	770	63	1:12
07	Mattan	38	1697	89	1:19
08	Quazigund	32	860	72	1:12
09	Shungus	49	2572	107	1:24
10	Srigulwara	59	2684	138	1:19
11	Vailoo	53	3357	119	1:28
12	Verinag	30	1590	70	1:23
	<b>Total</b>	<b>507</b>	<b>23590</b>	<b>1200</b>	<b>1:20</b>



**Table 2**  
**Zonewise Enrollment Position (2008-09)**

S.No.	Name Of The Zone	Total Enrollment		Increase In Enrollment	Percentage Increase
		2008	2009		
01	Achabal	1908	2244	336	18
02	Aishmuqam	1530	1723	193	13
03	Anantnag	1151	1323	172	15
04	Bidder	1980	2358	378	19
05	Bijbehara	2036	2412	376	18
06	Dooru	693	770	77	11
07	Mattan	1510	1697	187	12
08	Quazigund	783	860	77	10
09	Shangus	2173	2572	399	18
10	Srigufwara	2281	2684	403	18
11	Vailoo	2874	3357	483	17
12	Verinag	1389	1590	201	14
	<b>Total</b>	<b>20308</b>	<b>23590</b>	<b>3282</b>	<b>16</b>

**Table 3**  
**Zone Wise Availability of Infrastructure**

S.No	Name of the Zone	Total No. of schools	Facilities												
			Principal Room		No. of class-rooms	Staff room		Benches		Mating		Blackboard		Chairs	
			No. of schools	%		No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
01	Achabal	48	0	0	102	0	0	0	0	48	100	48	100	48	100
02	Aishmuqam	34	0	0	72	0	0	0	0	34	100	34	100	34	100
03	Anantnag	28	0	0	64	0	0	0	0	28	100	28	100	28	100
04	Bidder	54	0	0	112	0	0	0	0	54	100	54	100	54	100
05	Bijbehara	54	0	0	121	0	0	0	0	54	100	54	100	54	100
06	Dooru	28	0	0	59	0	0	0	0	28	100	28	100	28	100
07	Mattan	38	0	0	81	0	0	0	0	38	100	38	100	38	100
08	Quazigund	32	0	0	67	0	0	0	0	32	100	32	100	32	100
09	Shangus	49	0	0	103	0	0	0	0	49	100	49	100	49	100
10	Srigufwara	59	0	0	124	0	0	0	0	59	100	59	100	59	100
11	Vailoo	53	0	0	111	0	0	0	0	53	100	53	100	53	100
12	Verinag	30	0	0	62	0	0	0	0	30	100	30	100	30	100
	<b>Total</b>	<b>507</b>	<b>0</b>	<b>0</b>	<b>1078</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>507</b>	<b>100</b>	<b>507</b>	<b>100</b>	<b>507</b>	<b>100</b>

S.No.	Name Of The Zone	Total No. Of Schools	Facilities							
			Electricity		Toilet		Play Ground		Drinking Water	
			No. Of Schools	%	No. Of Schools	%	No. Of Schools	%	No. Of Schools	%
01	Achabal	48	0	0	23	48	09	19	24	50
02	Aishmugam	34	0	0	17	50	10	29	19	56
03	Anantnag	28	0	0	16	57	08	29	20	71
04	Bidder	54	0	0	23	43	16	30	29	54
05	Bijbehara	54	0	0	27	50	14	26	31	57
06	Dooruu	28	0	0	13	46	10	36	16	57
07	Mattan	38	0	0	17	45	14	37	21	55
08	Quazigund	32	0	0	17	53	13	41	20	63
09	Shangus	49	0	0	26	53	10	20	31	63
10	Srigufwara	59	0	0	30	51	20	34	35	59
11	Vailoo	53	0	0	29	55	13	25	35	66
12	Verinag	30	0	0	13	43	13	43	17	57
	<b>Total</b>	<b>507</b>	<b>0</b>	<b>0</b>	<b>251</b>	<b>50</b>	<b>150</b>	<b>30</b>	<b>298</b>	<b>59</b>

Table 4

Zone-wise Incentives Provided To SSA Schools (Mid Day Meals And Text Books)

S.No.	Name Of The Zone	Total No. Of Schools	Incentives			
			Mid-Day Meals	%	Free Text Books	%
01	Achabal	48	48	100	48	100
02	Aishmugam	34	34	100	34	100
03	Anantnag	28	28	100	28	100
04	Bidder	54	54	100	54	100
05	Bijbehara	54	54	100	54	100
06	Dooruu	28	28	100	28	100
07	Mattan	38	38	100	38	100
08	Quazigund	32	32	100	32	100
09	Shangus	49	49	100	49	100
10	Srigufwara	59	59	100	59	100
11	Vailoo	53	53	100	53	100
12	Verinag	30	30	100	30	100
	<b>Total</b>	<b>507</b>	<b>507</b>	<b>100</b>	<b>507</b>	<b>100</b>

Table 5

**Zone-Wise Number of Education Guarantee Scheme Centers (EGS)  
and Their Enrollment**

S. No.	Name Of The Zone	Total No. Of Egs Centers	Egs Centers Converted To Pry. Schools	Existing Egs Centers	Enrollment		Total Enrollment
					Boys	Girls	
01	Achhal	21	16	05	26	21	47
02	Aishmugam	15	10	05	22	22	44
03	Anantnag	07	06	01	06	06	12
04	Bidder	44	26	18	96	69	165
05	Bijehara	18	13	05	21	25	46
06	Dooru	15	09	06	25	28	53
07	Mattan	13	10	03	15	13	28
08	Quazigund	29	15	14	61	62	123
09	Shangus	32	23	09	42	37	79
10	Srigufwara	44	37	07	36	26	62
11	Vailoo	65	37	28	114	123	237
12	Verinag	18	11	07	32	29	61
	<b>Total</b>	<b>321</b>	<b>213</b>	<b>108</b>	<b>496</b>	<b>461</b>	<b>957</b>

Table 6

**Zone-Wise Number of Teachers Trained Under SSA**

S. No.	Name Of The Zone	Total No. Of Schools	Total No. Of Teachers	Teachers Trained Under SSA	Percentage Of Teachers Trained Under SSA
01	Achhal	48	116	112	97%
02	Aishmugam	34	79	76	96%
03	Anantnag	28	77	77	100%
04	Bidder	54	126	122	97%
05	Bijehara	54	144	144	100%
06	Dooru	28	63	63	100%
07	Mattan	33	89	86	97%
08	Quazigund	32	72	72	100%
09	Shangus	10	107	103	96%
10	Srigufwara	59	138	134	97%
11	Vailoo	53	119	118	99%
12	Verinag	30	70	70	100%
	<b>Total</b>	<b>507</b>	<b>1200</b>	<b>1177</b>	<b>98%</b>



Table 7

*Zone Wise Enrollment of Gujjar and Bakarwal Students*

S. No.	Name Of The Zone	Total No. Of Schools	Total Enrollment	Gujjar & Bakarwal		Total
				Boys	Girls	
01	Achabal	48	2244	54	49	103
02	Aishmuqam	34	1723	38	36	74
03	Anantnag	28	1323	0	0	0
04	Bidder	54	2358	15	10	25
05	Bijbehara	54	2412	06	05	11
06	Dooru	28	770	13	10	23
07	Mattan	38	1697	18	12	30
08	Quazigund	32	860	8	7	15
09	Shangus	49	2572	16	13	29
10	Srigufwara	59	2684	24	17	41
11	Vailoo	53	3357	23	25	48
12	Verinag	30	1590	26	22	48
	<b>Total</b>	<b>507</b>	<b>23590</b>	<b>241</b>	<b>206</b>	<b>447</b>

**Interpretation and Discussion**

The table 1 reveals that the highest number of SSA Schools is in Zone Srigufwara (59) followed by Bidder (54) and Bijbehara (54) with an enrollment of 2684, 2358 and 2412 having pupil teacher ratio of 1:19, 1:19 and 1:17 respectively. Zone Vailoo is having 53 SSA Schools followed by Shangus with 49 Schools both having enrollment of 1590 and 2572 with pupil teacher ratio of 1:23 and 1:24 respectively. Zone Achabal is having 48 Schools with an enrollment of 2244 having pupil teacher ratio of 1:19, followed by Zone Mattan with 38 Schools having enrollment of 1697 and 1:19 as pupil is teacher ratio. Zone Aishmuqam is having 34 SSA Schools followed by Zone Quazigund with 32 SSA Schools with enrollment of 1723 and 860 having pupil teacher ratio of 1:22 and 1:12 respectively. Zone Verinag is having 30 SSA Schools with an enrollment of 1590 and pupil teacher ratio of 1:23. Zone Anantnag is heaving 28 SSA schools followed by Dooru with an equal number (28) of SSA schools having enrollment of 1323 and 770 and pupil teacher ratio 1:17 and 1:12 respectively. During investigation, it was found that schools have been opened in far-flung areas to provide chances of primary education to all. The criteria of at least 1:40 pupil teacher ratio is maintained in all schools and is even more favourable in maximum number of schools. The overall pupil teacher ratio is 1:20

District Anantnag which is more favourable as compared to criteria of the SSA scheme.

Table 2 reveals increase in enrollment from 2008 to 2009 in SSA schools of all the 12 zones of district Anantnag, it is highest in Zone Bidder with 19% increase in enrollment followed by Zone Achabal, Bijbehra, Shangus, Srigufwara each with an 18% increase in enrollment. In Zone Vailoo there was 17 % increase in enrollment followed by Anantnag 15%, Verinag 14 % Aishmuqam 13% Mattan 12 %, Dooru 11% and Quazigund 10% increase in enrollment. The results clearly show that the maximum increase in enrollment was in zone Bidder (19%) while as the minimum was in zone Quazigund (10%). Results also indicate that total enrollment in all the zones in 2008 was 20308 and it is 23590 in 2009 which shows an overall 16% increase in enrollment. Various incentives given by Govt. in these SSA schools from time to time and opening of new schools in all most all habitations has helped in increase in enrollment. This is a positive sign that enrollment has increased 16% in a single year. This also justifies that SSA scheme in district Anantnag has served its purpose.

The table 3 depicts the infrastructural facilities provided to SSA schools. The facilities include Principal room, Class room, Staff room, Availability of Blackboards, Blackboards, Chairs, Electricity, Toilets, Playground, and Drinking Water. A perusal of table 3 reveals that facility of Principal room, Staff room, Electricity, Toilets, and Drinking Water is not available to any SSA school in all the 12 zones. However, Blackboards, Chairs, and Matting are available to all schools of all the zones. Most of the schools are facing accommodation problem as maximum number of schools have only 2 class rooms for 5 classes. The results also show that most of the schools lack basic facilities. 50% of the schools are without the toilet facility, while as the 41% of the schools are without drinking water facility. The figures clearly indicate that government is not serious in providing basic infrastructural facilities to these school, because of which children as well as staff members of these schools are facing a lot of problems. During investigation, it was seen that in almost all the schools teachers take 2 to 3 classes in a single class room which totally hampers the teaching learning process. During investigation it was also found that because of lack of accommodation, most of these schools have been opened in noisy places which causes bad effects on teaching learning process. Regarding playground facilities, it was found that only 30% of the schools are having this facility, but these playgrounds are not properly maintained because of which students face a lot of problems while playing.

The Table 4 depicts the incentives such as mid-day meals and free textbooks provided to SSA schools. The table reveals that the scheme of mid-day meal is functional in all the 507 (100%) schools of District Anantnag. Free text books are also provided to all the students in all the SSA schools of District Anantnag. Under this scheme variety of food is being served every day. Children are happy with both the quality and quantity of



food given to them. But no provision has been made by the Govt. to provide the children micro- Nutrients and medical checkup. During investigation, it was found that food is being cooked either in the class rooms or in the Kitchen of the house holder and no regular payment is made to these cooks. During investigation, it was also found that mid-day meals are not being properly served in some zones of District Anantnag. In the zones of Srigufwara, Aishmuqam and Bijbehara, food supply was not given properly to schools, other zones of the District were also facing problems in receiving the food supply. In zone Aishmuqam, it was found that supply of food for mid-day meals was not received by any SSA school for four months. However, it was found that scheme of mid-day meals and free text books have motivated parents to send their children to schools.

Table 5 reveals that the District Anantnag is having 108 education guarantee scheme centers with an enrollment of 957. Zone Vailoo is having highest number (28) EGS centers with total enrollment of 237 followed by Bidder with 18 EGS centers having enrollment of 165, Quazigund is having 14 EGS centers with enrollment of 123. Zone Shangus is having 9 EGS centers with 79 enrollment followed by Srigufwara and Dooru having 07 and 06 EGS centers with an enrollment of 62 and 53 respectively. Zone Achabal, Aishmuqam, Bijbehara are having 5 EGS centers each with enrollment of 47, 44 and 46 respectively. Zone Mattan is having 03 EGS centers with an enrollment of 28, while the lowest number of EGS centers is in zone Anantnag (01) having enrolment of 12 students. The result depicts that zone Vailoo is having the highest number of EGS centres (28) while as zone Anantnag is having the lowest number i.e. (01) EGS centre. The overall enrollment of boys (496) in these EGS centres is more than girls (461). One education volunteer has been appointed in one Education Guarantee Scheme Centre. All EGS centers are housed in single rooms donated by Education Volunteers (EV's) themselves. The attendance of students to these EGS centres is not regular. During investigations, it was found that among the enrolled students, the attendance of some students was less than 50%. But the EV's were seen working dedicately and were maintaining all the school records properly.

The table 06 depicts the training facilities available to teachers in the 12 Zones of District Anantnag. The training of 20 days for all teachers each year, 60 days refresher course for un-trained teacher and 30 days orientation for freshly trained recruits has been provided under SSA scheme. SSA recognizes the importance of teachers and as such is giving intensive training to all teachers. The table also reveals that zone Achabal has 116 total teachers among these 112 (97%) were trained through SSA scheme. Among 79 total teachers in zone Aishmuqam 76 (96%) were trained through SSA Scheme. Zone Anantnag has 77 total teachers among these all 77 (100%) were trained through SSA scheme. Among 126 total teachers in zone Bidder, 122 (97%) were trained through SSA. Zone Bijbehara has 144 total teachers, among these all 144 (100%) were trained through



SSA scheme. Among 63 total teachers in zone Dooru, all 63 (100%) were trained through SSA. Zone Mattan has 89 total teachers, among these all 86 (97%) were trained through SSA scheme. Among 72 total teachers in zone Quazigund, all 72 (100%) were trained through SSA. Zone Shangus has 107 total teachers, among these all 103 (96%) were trained through SSA scheme. Among 138 total teachers in zone Srigufwara, 134 (97%) were trained through SSA. Zone Vailoo has 119 total teachers, among these all 118 (99%) were trained through SSA scheme. Among 70 total teachers in zone Verinag all 70 (100%) were trained through SSA. This shows that zone Anantnag, Bijbehara, Mattan, and Verinag has the highest percentage of trained teachers while as zone Aishmuqam, and Shangus has the lowest percentage of trained teachers. There are total 1200 teachers among which 1177 (98%) are trained through SSA. During investigation, it was found that all the trained teachers are highly satisfied with training facilities. The teaching learning material is also provided to all the SSA teachers.

The table 07 shows the zone wise enrollment of Gujjars and Bakerwal students. The results reveal that the total enrollment of Gujjar and Bakerwal students is 447 with 241 (54%) boys and 206 (46%) girls. In zone Achabal, total enrollment of Gujjar and Bakerwal students is 103 with 54 (52%) boys and 49 (48%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 103 which is 4% of total enrollment (2241). In zone Aishmuqam, total enrollment of Gujjar and Bakerwal students is 74 with 38 (51%) boys and 36 (49%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 74 which is 4% of total enrollment (1723). In zone Anantnag, there is no Gujjar and Bakerwal students enrolled. In zone Bidder, total enrollment of Gujjar and Bakerwal students is 25 with 15 (60%) boys and 10 (40%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 25 which is 1% of total enrollment (2358). In zone Bijbehara, total enrollment of Gujjar and Bakerwal students is 11 with 06 (55%) boys and 05 (45%) girls. The enrollment of Gujjars and Bakerwal students in the zone is 11 which is 1% of total enrollment (2412). In zone Dooru, total enrollment of Gujjar and Bakerwal students is 23 with 13 (57%) boys and 10 (47%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 23 which is 3% of total enrollment (770). In zone Mattan, total enrollment of Gujjar and Bakerwal students is 30 with 18 (60%) boys and 12 (40%) girls. The enrollment of Gujjars and Bakerwal students in the zone is 30 which is 2% of total enrollment (1697). In zone Quazigund, total enrollment of Gujjar and Bakerwal students is 15 with 08 (53%) boys and 07 (47%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 15 which is 0.17% of total enrollment (860). In zone Shangus, total enrollment of Gujjar and Bakerwal students is 29 with 16 (55%) boys and 13 (45%) girls. The enrollment of Gujjars and Bakerwal students in the zone is 29 which is 1% of total enrollment (2572). In zone Srigufwara, total enrollment of Gujjar and Bakerwal students is 41 with 24 (59%) boys and 17 (39%) girls. The enrollment of Gujjar

and Bakerwal students in the zone is 41 which is 2% of total enrollment (2684). In zone Vailoo, total enrollment of Gujjar and Bakerwal students is 48 with 23 (48%) boys and 25 (52%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 48 which is 1% of total enrollment (3357). In zone Verinag total enrollment of Gujjar and Bakerwal students is 48 with 26 (54%) boys and 22 (46%) girls. The enrollment of Gujjar and Bakerwal students in the zone is 48 which is 3% of total enrollment (1950).

During investigation, it was found that in various zones of the district Anantnag, SSA schools have been opened in Gujjar and Bakerwal localities providing first time chance to these students to enroll themselves. It was also found that these schools mostly lack infrastructural facilities. Most of these schools were never inspected by authorities. The total enrollment of Gujjar and Bakerwal students in the district is 447 which is 2% of the total enrollment (23590).

The findings discussed and analyzed in the study are in line with the findings of SSA Madhya Pradesh (2005). DIET, Bheemunipatnam, Visakhapatnam district, Andhra Pradesh (2006) Duraisamy, P. (Tamil Nadu, 2001), Chauhan, D.R. Sharma, Bhupender, Rawat, Jyoti- (Shimla, 2006).

SSA Madhya Pradesh (2005) has found that school buildings were present almost everywhere, the presence of school is a testimonial to the success in enrollment expansion, gross enrollment ratio rose from 96% to 100% in primary education and from 70% to 80% in upper primary education.

DIET, Bheemunipatnam, Visakhapatnam district, Andhra Pradesh (2006) found that 68% of the schools were not having kitchen facility for cooking mid-day meals.

Duraisamy, P. (Tamil Nadu, 2001), found that in the recent years, steps have been taken to provide incentives such as free mid-day meals, uniforms, books, transport and scholarship and the like have drawn children to schools.

Chauhan, D.R. Sharma, Bhupender, Rawat, Jyoti- (Shimla, 2006) found the training component useful for teachers to a large extent in the areas of teaching learning material (TLM) in classroom situation, activity based teaching and child centered approach followed by subject enrichment. They have also found that TLM was made available to 98% trainees.

## **Conclusions**

1. The study reveals that SSA has opened 507 schools in all the 12 zone of district Anantnag with total enrollment 23590, boys 12307 (52%) and girls 11283 (48%).
2. A total of 1200 teachers have been appointed under SSA in district Anantnag.
3. The criteria of at least 1:40 pupil teacher ratio has been maintained, it is more



favorable in all schools. The overall pupil teacher ratio is 1:20.

4. There has been 16% increase in enrollment from 2008 to 2009, which is a good sign and a proof of proper working of SSA scheme in district Anantnag.
5. Though SSA has opened schools in every habitation but maximum number of these school are facing accommodation problem. Majority of schools have been placed in rented buildings with only two or three class rooms for all the five classes.
6. No provision has been made by the government for toilets and drinking water facilities in majority of these schools.
7. The mid-day meal scheme is helping in universalization of primary education by improving enrollment and regularity of attendance.
8. Under this scheme, large numbers of schools have been opened in habitations and slums to increase the literacy rate in these areas.
9. All the Education Guarantee Scheme (EGS) centers are housed in single rooms donated by Education Volunteers (EV's) themselves.
10. Though maximum number of teachers have been trained still a small percentage (2%) of teachers have received no training.
11. The study also reveals that the overall enrollment of Gujjar and Bakerwal students is 447 which include 241 (54%) boys and 206 (46%) girls. The over all enrollment of Gujjar and Bakerwal students is 447 which is 2% of the total enrollment (23590).

## **Suggestions**

1. New buildings should be constructed to deal with accommodation problem with well ventilated class rooms.
2. Toilet, Drinking water and Playground facilities should be provided to these schools to maintain hygienic environment in these schools
3. Awareness camps need to be organized at village level to motivate the people for active participation and contribution towards the improvement of the schools.
4. Free textbooks need to be provided at the beginning of the academic session, as during interaction it came into notice of investigators that are books are provided during mid session.
5. Regular surveys should be conducted in communities to identify the dropouts and efforts should be made to enroll them again.
6. The monthly honorarium of teachers should be increased from meager Rs. 1500 to a reasonable figure.



7. Talented and hard working teachers should be encouraged and rewarded.
8. Separate Kitchen should be available to prepare mid - day meals.
9. Separate rooms should be constructed for EGS centers.
10. Special enrollment drive should be started to increase the enrollment of girl, Gujjar and Bakerwal students.

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# **Study of Scientific Temper and Academic Achievement of Rural and Urban Adolescent Girls**

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## **Introduction**

Science is a way of understanding the world, a perspective and a pattern of thinking that begins early in one's life. Scientific advances over the last fifty years have led to revolutionary changes in health, nutrition and communication, and generally enhancing socio-economic development and the quality of our lives. The role of science promises to be greater in the future because of the ever-more-rapid scientific progress. Our society is becoming increasingly dependent on science and technology. It is essential for the well being of our society that all citizens develop 'science literacy', an appreciation of science, the benefits of technology, and the potential risks associated with advances in both.

Science education should be targeted at teachers, science communicators, journalists and the general public to popularize scientific information and the scientific method. New academic course materials may have to be produced in this direction. Scientists and the scientific community can contribute to narrow down the present gap between accumulated knowledge on one hand, and the quantity and quality of what the public knows on the other.

In an effort to boost the interest of students in basic sciences, the Department of Science and Technology (DST), Government of India has announced 2004 as the 'Year of Scientific Awareness' (YSA 2004).

The mental attitude which is behind the method of acquiring reliable and practical knowledge may be called as "Scientific Temper". This phrase has been used in India perhaps because our first Prime Minister, Pt. Jawaharlal Nehru was very fond of using it. He wanted people to possess scientific temper so that they could be better scientists, better citizens and capable of governing their personal thoughts and actions in a scientific manner.

## **Need and Importance of Present Study**

Science has several rewards, but the greatest is that it is the most interesting, difficult pitiless, exciting and beautiful pursuit that mankind has devised so far. In fact, if one were to consider the best art produced in the last century it can be termed as "Science". Science education has an important role to play in the all-round cultural and societal development of human kind and for evolving a civilized society. The essence of

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scientific spirit is to think globally and act locally, since scientific knowledge is universal while the fruit of science have some site specificity. Science untangles the threads that create the tapestry of our living world.

Education is the foundation for scientific and technological advancements and intellectual training of human beings. In the midst of overall anxiety of the modernization of education especially Science Education should automatically get a strategic importance. One can at this stage ask why should we foster the spirit of enquiry among our students and that too a scientific enquiry? The Founding Fathers of the Indian Republic place a great importance to the cultivation of "Scientific Temper" among the citizens of this country by suitably incorporating it in our constitution.

Scientific temper is an intrinsic quality. It has to be imbibed and not merely imparted. But in our anxiety not to invest our best brains outside the country, we seem to have resorted to imparting scientific temper in our education curriculum and not inculcating this spirit in our young minds. This trend has to be reversed and the teacher and taught both have vital and responsible roles in this endeavour. Scientific temper has to be an inherent quality in our young minds and it should be cultivated in them as a matter of routine and the curriculum based attempts will not be always complete and this has to be a societal responsibility too. Great minds that our teachers are, they can contemplate this and devise methods to incorporate scientific temper in our young minds which will go a long way in the technological progress of this country. Therefore, it is justified, that for the well being and progress of the nation, the research in science education should be urgently addressed to the problem of developing scientific temper in the students and this can be studied when we assess the impact of science teaching in terms of building up of scientific temper. Thus, from the above discussion, the need of the present study is justified.

## **Statement of the Problem**

The problem of the present study reads as under:

### **Study of Scientific Temper and Academic Achievement of Rural and Urban Adolescent Girls"**

## **Objectives**

The objectives of the present study are framed as under:

- I. To compare the Scientific Temper of Rural and Urban Adolescent Girls on the following areas of scientific temper:
  - a) Curiosity
  - b) Open Mindedness
  - c) Objectivity
  - d) Rationality
  - e) Aversion to superstitions
  - f) Overall scientific temper

2. To compare the Academic Achievement of Rural and Urban Adolescent Girls.
3. To examine the relationship between Scientific Temper and Academic Achievement.

## Hypotheses

1. There is a significant difference between Rural and Urban Adolescent Girls on 'Curiosity' dimension of Scientific Temper.
2. There is a significant difference between Rural and Urban Adolescent Girls on 'Open Minded' dimension of Scientific Temper.
3. There is a significant difference between Rural and Urban Adolescent Girls on 'Objectivity' dimension of Scientific Temper.
4. There is a significant difference between Rural and Urban Adolescent Girls on 'Rationality' dimension of Scientific Temper.
5. There is a significant difference between Rural and Urban Adolescent Girls on 'Aversion to Superstitions' dimension of Scientific Temper.
6. There is a significant difference between Rural and Urban Adolescent Girls on 'Overall' Scientific Temper.
7. There is a significant difference between Rural and Urban Adolescent Girls on Academic Achievement.
8. There is a positive relationship between Scientific Temper and Academic Achievement.

## Sample

The present study was conducted on a sample of 200 adolescent girls (100 Urban and 100 Rural) of XI standards selected randomly from 10 higher secondary schools of Pulwama and Srinagar.

## Tool used

The data for the present study was collected with the help of scale constructed by Showkat and Prof. Nadeem which assesses five dimensions of *scientific temper* i.e. Curiosity, Open Mindedness, Objectivity, Rationality and Aversion to Superstitions. For the purpose of the present investigation, scientific temper has been operationally defined as an attitude of mind characterised by Curiosity, Open Mindedness, Objectivity, Rationality and Aversion to Superstitions.

## Procedure

In order to achieve the objectives of the present study, the investigator visited 10 Higher Secondary Schools of district Srinagar and Pulwama and collected the data

through random sampling technique. The scientific temper scale of Showkat and Prof Nadeem was administered to 100 urban and 100 rural adolescent girls to assess their scientific temper status on five dimensions i.e. curiosity, open-mindedness, objectivity, rationality and aversion to superstitions in accordance with the instructions provided in the manual of the scale.

Another variable of the present investigation includes academic achievement of the rural and urban adolescent girls, which is operationally defined as the marks secured by the samples in their qualifying examinations for the past two years. For this, the investigator collected the marks percentage of the samples under study from the office records of the respective schools so as to arrive at the desired results.

### **Statistical Analysis**

In order to achieve the objectives, formulated for the present study, the data collected was statistically analyzed using mean, S.D and mean difference. The hypotheses formulated for the present study were tested by t- test and correlation method in order to find characteristic differences if any, between samples on various aspects viz. curiosity, open mindedness, objectivity, rationality and aversion to superstitions of scientific temper scale and the academic achievement of the samples under investigation.

### **Analysis And Interpretation**

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

**Table 1: Significance of the mean difference between Rural (N=100) and Urban (100) adolescent girl on curiosity dimension of scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Curiosity	Urban	7.58	1.42	0.65	NS*
	Rural	7.71	1.30		

\*Not Significant

The above table reveals that there is no significant difference between rural and urban adolescent girls, on curiosity dimension of scientific temper scale. The t-value was worked out as 0.65 which is less than the tabulated t-value at 0.05 level of significance.



**Table 02: Significance of the mean difference between Rural (100) and Urban (100) adolescent girls on open minded dimension of scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Open Mindedness	Rural	6.18	1.82	2.15	Sig. at 0.05 level
	Urban	6.74	2.03		

The above table shows the mean difference between the rural and urban adolescent girls, on open mindedness dimension of scientific temper scale. The calculated t-value of 2.15 exceeds the t-value at 0.05 level of significance. This justifies that the difference between two groups is statistically significant at 0.05 level. The mean of urban adolescent girls (6.74) is decidedly better than the mean of rural adolescent girls 6.18. The results confirm that the Urban adolescent girls are willing to revise their opinion and conclusion in the light of new evidences and facts.

**Table 03: Significance of the mean difference between Rural (100) and Urban (100) adolescent girls on objectivity dimension of scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Objectivity	Rural	8.16	1.72	0.66	NS*
	Urban	8	1.67		

\*Not significant

The above table reveals that there is no significant difference between Rural and Urban adolescent girls, on objectivity dimension of scientific temper scale. The calculated t-value 0.66 is less than the tabulated t-value at 0.05 level of significance. The result indicates that both groups display the greatest possible concern for observing and recording facts without any influence of personal pride, bias or ambition. Both (Rural and Urban) agree that judgement should be suspended till sufficient data and evidence is collected.

**Table 04: Significance of the mean difference between Rural (100) and Urban (100) Adolescent Girls on Rationality dimension of Scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Rationality	Rural	6.65	1.55	0.21	NS*
	Urban	7	1.84		

\*Not significant

The above table reveals that there is no significant difference between the two groups under investigation. The calculated t-value of 0.21 is less than the tabulated value at 0.05 level of significance. The result indicate that both the groups, display rational attitude. Both the groups exhibited the tendency to test traditional beliefs and challenge authority and agreed that one should be guided by reason and logic, rather than one's emotions.

**Table05: Significance of the mean difference between Rural (N=100) and Urban (N=100) Adolescent Girls on Aversion to Superstition dimension of scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Aversion to Superstition	Rural	4.39	1.73	0.23	NS*
	Urban	4.45	2.02		

The table-05 reveals that the groups do not differ significantly because the calculated t-value 0.23 is less than the tabulated t-value at 0.05 level of significance. The results reveal that both the groups are aversive to superstitious beliefs.

**Table06: Significance of the mean difference between Rural (N=100) and Urban (N=100) on Composite score of scientific temper scale:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Total	Rural	33.15	5.53	0.78	NS*
	Urban	33.77	5.68		

*Not significant*

The above table reveals that the mean difference between the rural and urban adolescent girls, on composite score of scientific temper scale is not significant at 0.05 and 0.01 level of significance because the calculated t-value of 0.78 is less than the tabulated t-value at 0.05 and 0.01 level of significance.

**Table 07: Significance of mean difference between Rural (100) and Urban (100) Adolescent Girls on Academic Achievement:**

<i>Dimension</i>	<i>Group</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>	<i>Significance</i>
Academic Achievement	Rural	61.08	14.85	5.10	Sig. at 0.01 level
	Urban	71.34	13.69		

The above table depicts that there is a significant difference between rural and urban adolescent girls in academic achievement. The calculated t-value of 5.14 is higher than the tabulated t-value at 0.01 level of significance. The mean difference favours urban adolescent girls which means they are academically sound than the rural adolescent girls.

**Table 08: Showing correlation between Academic Achievement and Overall Scientific Temper of Rural and Urban Adolescent Girls:**

<b>Variables</b>	<b>Coefficient of correlation</b>	
	<b>Girls Rural (100)</b>	<b>Girls Urban (100)</b>
Academic Achievement vs. Total Scientific Temper	0.027*	0.467**

\* = Significant at 0.05 Level

\*\* = Significant at 0.01 Level

The above table reveals that there is positive and significant coefficient of correlation between academic achievement and composite score of scientific temper of rural adolescent girls at 0.05 level of significance. Similarly, correlation coefficient worked out between academic achievement and composite score of scientific temper has



been found positively and significantly correlated at 0.01 level of significance.

## **Conclusion**

Study confirmed the following results:

1. The present study reveals that there was no significant difference between rural and urban adolescent girls on 'Curiosity' dimension of Scientific Temper Scale.
2. A significant difference was found between rural and urban adolescent girls on 'Open Mindedness' dimension of Scientific Temper Scale. The mean difference favoured urban adolescent girls. The results confirm that the urban adolescent girls are willing to revise their opinion and conclusion in the light of new evidences and facts.
3. It has been found that the two groups of rural and urban adolescent girls do not differ significantly on 'Objectivity' dimension of Scientific Temper Scale.
4. It has been found that there is no significant difference between rural and urban adolescent girls on 'Rationality' dimension of Scientific Temper Scale.
5. It has been found that the two groups of rural and urban adolescent girls do not differ significantly on 'Aversion to Superstitions' dimension of Scientific Temper Scale.
6. It has been found that the two groups of rural and urban adolescent girls do not differ significantly on total score of Scientific Temper.
7. Both rural and urban adolescent girls have same level of general Scientific Temper.
8. Urban girls were found to have high academic achievement.
9. Academic achievement has been found to be positively and significantly related with Scientific Temper.

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